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**Investigating EFL students' views on The role of Self-efficacy
in knowledge Assimilation and Language production**

**The case of First Year Students in the Department of English
at Mouloud Mammeri university of Tizi-ouzou**

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Dedications

I dedicate this work to:

*To my beloved parents Karim and Djamila without
their support who always encourage me*

My dear brother Yacine

*To All my Family members and friends particularly
sylvia who contributed to my Study.*

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Abstract

The present dissertation seeks to investigate the views of first year students about the role of Self-Efficacy in Knowledge Assimilation and Language Production in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. The study is based on two main theoretical frameworks: Bandura's Self-Efficacy Theory (1977) and Krashen's Input hypothesis (1981). The Mixed-Method Approach was adopted. It combines both quantitative and qualitative data. Two research Tools were used for collecting data: a questionnaire administered to fifty (50) first year students and a structured interview with (06) six students of the level. The data gathered were analyzed using the rule of three and Microsoft Excel for the analysis of the numerical data collected from the questionnaires and qualitative content analyses (QCA) for the interpretation of the qualitative data collected from the open-ended questions of the questionnaires and the interview. The findings of this study reveal that first year students have positive views about the role of Self-Efficacy in Knowledge Assimilation and Language production. Additionally, it is revealed that many factors affect the students' views about the role of Self-efficacy in knowledge Assimilation and Language Production, and also self-efficacy motivates the students to assimilate knowledge and produce language.

Key Words: Self-Efficacy, Knowledge Assimilation, language production, Input, output

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List of Abbreviations and Acronyms

BMD: Bachelor Master Degree

E.G.: For example

Elt : English Language Teaching

GSE: General Self-Efficacy

Hp: Hypothesis

I.E. : That is To Say

MMUTO: Mouloud Mammeri University Of Tizi-Ouzou

QCA: Qualitative Content Analysis

SE: Self-Efficacy

SCT : Social Cognitive Theory

SLT: Social Learning Theory

SSE: Specific Self-efficacy

Vs.: versus

List of symbols

% : Percentage

X : The calculated percentage

Z : The value of the answers

= : Equal

×= Multiply

÷: Division

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General Introduction

General Introduction

Statement of the problem

Learning a foreign or a second language is often considered as one of the most difficult and challenging tasks that face many learners, since it requires various educational and psychological factors. Therefore, one of the most important variables is self-efficacy, which is a key component of foreign language learning because without efficacy, learners cannot accomplish their academic goals . (Bandura, 1995).

Social cognitive psychologists such as Driscoll (1994) , Bandura (1960s), Zimmerman (2000s) emphasized the concept of self-efficacy and found that there is a close relationship between students' self-efficacy beliefs and their academic achievements, those with high self-efficacy beliefs are more confident and can complete complicated tasks successfully on the other hand students with low self-efficacy beliefs often tend to avoid challenging tasks because they lack beliefs in their capabilities to achieve their goals.

Self-efficacy is defined as *“people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances”*. (Bandura 1989, p 391.). In other words, it is an individual belief that he or she has the capacity to complete or to engage in any activity to achieve certain outcomes.

At the university level, Knowledge assimilation and Language production play a major role in the learning process. Students need to assimilate different pieces of information of various subjects and sometimes they are required to modify their previous one, therefore it depends on the student's confidence and beliefs in their capacities that they can do it. In other words, it is self-efficacy beliefs that determines the students success and failure. Concerning language production that involves two of the basic four language skills that is to say Speaking and Writing skills, but they are not easy to master, for students to be able to speak and write proficiently they must believe in their abilities to produce the

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language successfully. Yet many of them struggle with this, this is due to many factors among them lack of confidence, lack of comprehensible input, low self-beliefs in their capabilities as a result they fail to accomplish their goals, Scholars like Bandura (1986) Schunk (1995), Pajaras (1996), Zimmerman (1995) contend that self-efficacy beliefs have an impact on the learning process and academic achievements

The review of previous studies revealed that the investigation of Self-efficacy in correlation with language learning has been the concern of many researchers at the international level but in Algeria only few studies were conducted until now for instance a study was conducted in the department of English at MMUTO by Boulouak Ouassim and Djellidi lyssia (2020) entitled *Teachers Attitudes and Techniques to develop EFL Learners ' Self- Efficacy in Tizi-Ouzou Private Schools : The Case of Ecole Assalas of Tizi-ouzou*. The results of this study revealed that Assalas Teachers perceive Self-efficacy as a vital element that should be developed during instruction and they use several techniques to strengthen the self-efficacy in their students like Goal-setting, feedback and so on. Another study was conducted by Zaoui Nourliman and Mokrani Hanin (2020) entitled *An Exploratory Study of Gender Differences in Writing Self-Efficacy Beliefs among Third-year Undergraduate students at M'sila University*'. The results of this study revealed that there is a significant and positive correlation between students writing self- efficacy and their writing performances.

Many researchers have dealt with Self-efficacy from different prospective and revealed that it facilitates the learning process. Indeed in the Algerian context it is still a new area of investigation and it receives little and insufficient interest As far as our study is concerned

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no investigation has been conducted about this issue more precisely the role of self-efficacy in knowledge assimilation and language production and the views that students hold about this topic .Therefore conducting such an investigation is worthwhile for first year students who often struggle to assimilate and produce language effectively and it can also benefit those who would like to gain deeper understanding and in-depth information on this topic.

Aims and significance of the Study

The overall aim of this present research is to investigate the views of first year students in the Department of English about the role of Self -efficacy in Knowledge assimilation and Language production. This dissertation has three main objectives: the first objective is to investigate the views that first year students at MMUTO hold towards the role of Self-efficacy in knowledge assimilation and language production. The second one seeks to find out the factors that may affect the student's views on using Self-efficacy in the process of knowledge assimilation and language production. The third and last objective is to determine the efficiency of Self-efficacy to motivate students to assimilate knowledge and produce language. The significance of this research is that it is the first academic research at the level of the Department of English at MMUTO that deals with the student's views on the role of self- efficacy in knowledge assimilation and language production. Therefore, it will be helpful for future researchers who would like to get a deeper understanding on self-efficacy and its role in knowledge assimilation and language production as well as student's opinions on it.

Research Questions and Hypotheses

This study focuses on the First year students' views on the role of Self-efficacy in Knowledge assimilation and Language production in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. Therefore, it seeks to answer the following questions:

1- What are the views of first year EFL in the Department of English at MMUTO towards the role

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of self- efficacy in knowledge assimilation and language production?

2-What are the factors that may influence the students views on the role of self-efficacy in knowledge assimilation and language production?

3-Does self-efficacy motivate first year EFL studentst at MMUTO to assimilate and produce knowledge ?

In order to answer these questions, the following hypotheses are advanced:

Hp1:

A: First year students in the Department of English at MMUTO have positive views about the role of self-efficacy in knowledge assimilation and language production.

B: First year students in the Department of English at MMUTO have negative views on the role of self-efficacy in knowledge assimilation and language production.

HP2: factors such as low self-efficacy beliefs, lack of comprehensible input, low self- confidence may influence the students' views on the role of self-efficacy in knowledge assimilation and language production.

HP3:

A: Yes, self-efficacy motivates EFL students at MMUTO to assimilate knowledge and produce language

B: No, self-efficacy does not motivate first year students of English at MMUTO to assimilate and produce language.

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Research techniques and Methodology

In this research, we adopted a Mixed-method Research. It combines both quantitative and qualitative methods for data collection and data analysis. It aims at investigating students' awareness of the role of self-efficacy in knowledge assimilation and language production. research data are collected using two main instruments: A questionnaire which is administrated for a randomly selected group of first year students in the department of English at MMUTO. The questionnaire aims at gathering students' opinions about t h e role of self-efficacy in knowledge assimilation and language production and a structured interview with students in the same department is conducted to provide our research with an in-depth information and more details about their views on the role of self-efficacy in education. For the quantitative part, we use a descriptive statistical method relying on the rule of three to produce statistical data in order to make the data analysis easier. For the qualitative part, we explain the results obtained from the questionnaire and interview. The result of data analysis is presented and shown in tables, pie chart and histograms.

Structure of the Dissertation

The overall structure of the dissertation follows the traditional simple model as described by Paul Thompson (1999, cited in Paltridge and Starfield, 2007). It contains a General Introduction, four chapters and a general conclusion. The introduction provides on overview of the background information of the topic , statement of the problem , aims and significance of the study , research questions and hypotheses research techniques and methodology and the structure of the dissertation .The first chapter is called "The review of literature " which is devoted to theoretical background of the study and it also provides some definitions and concepts related to our study such as ; self-efficacy , knowledge assimilation , language production and learning process etc. The second chapter is labelled “Research design” it presents and explains the procedures of data collection and data analysis tools used to carry out the research. The third chapter is entitled “The presentation of the

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findings" it provides the results of data collection both from a questionnaire and interviews using different diagrams, tables, figures and pie charts. The last chapter is named "The discussion of the findings " which discusses the results of the study and provides answers to the research questions.

And will confirm or refute the hypotheses. Finally, the dissertation ends up with a general conclusion. provides a summary of the main research findings and suggestions as well as recommendations for further research.

**Review of the
literature**

Introduction

The present chapter is concerned with the literature related to our topic. It aims at furnishing some theoretical considerations related to this field of research. The chapter is divided into four parts. The first one, includes an overview of Bandura's social cognitive theory and an explanation of Albert Bandura's (1977) self-efficacy theory, which is applied in the present study. The second part aims at providing definitions of some relevant concepts according to different scholars. These concepts involve Self-efficacy, knowledge assimilation and Language production (Speaking and writing skills). The third part opts for investigating Self-efficacy's four sources, the two types of Self-efficacy, Measurements of Self-efficacy, Self-efficacy and related constructs then we finally end the third part with Self-efficacy in educational and academic context. The last part is about Stephn Krashen's Input hypothesis.

I. Definitions of concepts by scholars

1.1-Self-efficacy

There is no single or universal definition of Self-efficacy. In fact, it is impossible to give an exact definition to a broad term defined from different outlooks. In this context, we would like to appeal to Pajares (1996) who writes " *Self-efficacy is a person's beliefs to perform a specific task successfully , and is linked closely to initial task engagement , persistence and achievement .*" To put it in another way, it is essential for learners to develop a strong sense of self-efficacy and to believe in their inner abilities to accomplish a task, to perform skills and to achieve success.

Albert Bandura defined this term as " *Someone's beliefs about his own capacities to coordinate and perform tasks , and/or elucidate problems* " (Cited in Graham and weiner , 1996) .i.e. learners who are not efficacious and doubt their capacities do not engage in difficult tasks and fear success at the same time they do not feel ready to counter difficulties . However, those with high self-efficacy are more

likely to experience success and goal achievement and they do not fear failure.

Again, Albert Bandura (1997) defines self-efficacy as *“the people's beliefs in their capabilities to produce desired effects by their own actions”*. He further explained that SE is *“ what people think, believe and feel affects how they behave ”* (1986:5 in Dodds, 2011:19), Also, Maddux (2000) mentioned that self-efficacy is the belief that says *“ I can perform the behavior that produces the outcomes ”* (p.4). Based on all these ideas, it can be concluded that self-efficacy is an individual's belief and confidence in his or her own capabilities and abilities to perform or complete tasks and difficulties they face in order to overcome obstacles and achieve the expected goal . It means the confidence that an individual hold in regards to particular abilities to achieve success.

1.2-Knowledge Assimilation

The concept of assimilation in psychology was coined by developmental psychologist Jean Piaget to describe the process of how individuals add or modify new information into their previous knowledge so that it can fit with their own beliefs after that several definitions have been proposed by different scholars one of them is Compbell (2006 : 15) who states that assimilation is *“ the process of using or transforming the environment so that it can be placed in preexisting cognitive structures ”*. Another one by Jawdat Izzat Abdul Hadi (2000:90) who says *“Assimilation is the mental way, by which individual integrate cognitive things or existing events in his mental plans, which is the process of transforming experiences and new ideas into something to suit the cognitive organization owned by the individual and integrate into this organization”*. In other words, it is a cognitive process in which individuals take in new information and experiences and combine this new knowledge with the previous one.

1.3.-Language Production

1.3.1. Speaking Skill

Learning English as a Foreign or a second language requires the mastery of the four language skills: Listening, Speaking, Reading and writing. Speaking has an important place in the field of foreign language learning and teaching as it is interrelated and intervened with the other, it is the key for an effective communication. This term has been defined by many authors and scholars. Chaney and Tamara (1998 :13) states that speaking is « The process of building and sharing meaning through the use of verbal and non- verbal symbols, in a variety of contexts » This means that in a conversation people can either use verbal or non- verbal signals to express their meaning and process information in different situations. Brown (1994), Burns and Joyce (1997) as cited in Florez (1999:1) Speaking is “*an interactive process of constructing receiving and processing information*” In other words a speaker provides a hearer with a message and the hearer interprets it basing on his or her own understanding. Al Hosni (2014 :22) adds that “ *speaking is the active use of language to express meaning .That is speaking is an activity in which the speakers use language to express their ideas and thoughts*” . According to The Oxford Dictionary of Current English (2009 :16) speaking , is “ *the action of conveying information or expressing one’s thoughts and feelings in spoken language*” . This means that , speaking is the act of conveying information and communicating one’s feelings and ideas using oral language.

1.3.2. Writing Skill

The Writing skill in foreign language teaching (FLT) is considered as a crucial and key element which helps to communicate, exchange and share opinions, ideas and conversations. It is a complex skill as it differs from the other three skills. Therefore, students need to pay attention to the grammar structure, the form and structure of sentences, syntax and semantics, cohesion and

coherence devices. It is a complex process which requires full concentration and lots of efforts from the writer Crystal (2000), Miller (2001)

Writing have been defined by different scholars. Among this definitions " *Writing is a flexible tool that can be used to meet a variety or goal* " (Diamonds , 1999 ; Graham , 2006B) . It means that, the writing process includes distinct goals and purposes, such as exchanging and communicating opinions, attitudes, etc.

Peter (1986:169) defines writing as " *Curiously solitary form of communication , addressed to an absent and often to an unknown reader* " . In other words , writing is a tool through which a writer can send messages , ideas , opinions to an absent or unknown receiver .The writer may address to one person or more depends on the situation .This definition parallels Harmer 's (2001) definition of writing ; Harmer defines it as follows "*a form of communication to deliver through or to express feelings in the written form*" . This indicates that writing is expressed through written and not oral form ; symbols, alphabetical letters ,etc. . It is a form of expression and exchange which enables learners to express their feelings, emotions and attitudes, etc.

2. Overview of Social Cognitive Theory

Throughout history many theories of learning have been proposed to explain the development of the human behavior, thought and motivation. Social cognitive theory (SCT) came into existence in 1986 as a reaction to the social learning theory (SLT), the latter posits that we learn from our interactions and experiences with others in social contexts by observing the behavior of others, people assimilate and imitate that behavior especially if it is a positive one or includes rewards. However, Bandura noticed that something was missing in fact it does not suit all types of learning; as a result he developed and expanded SCT into the social cognitive theory, This theory was introduced officially by Albert Bandura in his 1986 book, *Social Foundations of Thought and Action: A Social Cognitive Theory*. Bandura (1986) suggests that humans have an agency which means that they are not only shaped by the environment and internal forces but they also shape their environment and regulate those internal forces “*what people think, believe, and feel affects how they behave*” (Bandura, 1986:25) that is, Individuals possess self-beliefs that allow them to control and regulate their thoughts, feelings, action and even the behavior itself; Moreover this theory emphasizes how cognitive, behavioral, personal, and environmental interact to determine motivation and behavior (Crothers, Hughes, & Morine, 2008), According to Bandura, the human functioning is the result of the interaction among all three of these factors, as shown in his triadic reciprocal determinism model (Wood & Bandura, 1989) so according to the figure on the next page these factors play a major role in the human behavior and they are not of equal strength, nor do they occur concurrently (Wood & Bandura, 1989). In other words, learning is influenced by the cognitive factors, behavior and environment.

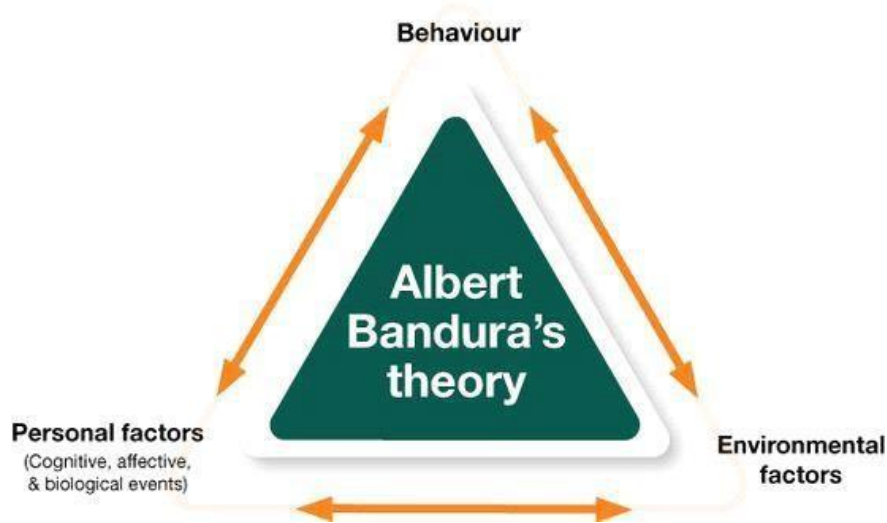


Figure 1 : Bandura's Social Cognitive Theory (1986).

3_ Sources of Self-efficacy: Efficacy develops through four main channels:

Mastery experiences, Vicarious experiences, Social persuasion, and physiological and emotional states (Bandura, 1995).

- **Mastery experiences**

Is also known as personal accomplishments . It is the most effective at building a strong sense of efficacy because it builds off success. Mastery experiences refers to the experiences one gains when they take on a new challenge and are successful at doing it. According to Bandura (1997) " *Mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. Success builds a robust belief in one's personal efficacy. Failure undermine it, especially if failures occur before a sense of efficacy is firmly established* ". For instance, in the academic context, when a student's performance results in a good grade then his self-efficacy is likely to be affected in an affirmative and positive way. For instance, suppose that a students is asked to learn PowerPoint

recently , if the student worked hard on his/her task and the result was successful then his/ her self-efficacy for learning new computer programs is high and he/she is more likely to put strong effort again because he/ she believes that he/she has the attitude to learn excel as well .But , if he/she struggled with PowerPoint and felt unable to master the program then his/her SE for this type of task is very low and he/she is less likely to work hard on learning excel because he/she has already decided that he/she is incapable of learning it .

- **Vicarious Experiences**

It can also be referred to as Social Modeling (Kasdin, 2000; pajares ,2002). It is the second important source of self-efficacy. Seeing people to themselves succeed perseverant effort raises observers' beliefs that they, too, possess the capacities to master comparable activities (Bandura , 1986; Schunk, 1987). This means that people can develop high self-efficacy vicariously by observing and comparing themselves with a giver 'social model' such as: peers, teachers, parents who are successfully completing a task. For instance; when a student has positive role models in his classroom, especially models who display a healthy level of self-efficacy, that student is more likely to absorb at least a few of those positive beliefs about the self. When he observes his mate successfully completing a given task helps him to work hard on himself to succeed in the task as well. According to Bandura(1994:3): “ *the second way of creating and strengthening self-beliefs of efficacy is through the vicarious experiences provided by social models*”.

- **Social persuasion**

It is also known as verbal persuasion. It is the third way to strengthen student's self-efficacy beliefs. According to Bandura (1977) “ *people could be persuaded to believe that they have the skills and capacities to succeed* ” . In other words, when other people convince others verbally that

they have the capacities and abilities to succeed, this can help them to believe more in their abilities and to overcome their self-doubt. However, if they provide people with negative verbal persuasion, it may tend to lower their self-efficacy. According to Bandura (1995) "*It is easier to weaken overall self-efficacy beliefs through social influence than it is to inspire them positively*". i.e. self-efficacy beliefs are subject to verbal messages, whether intentional or accidental. All learners experienced a doubt in their self-efficacy during their academic process because of a verbal message from a classmate or a teacher. According to Pajares (2006) "*positive influences encourage and empower, while negative influences overpower and diminish self-efficacy*". Therefore, it is very important to be careful with how praise is given out.

- **Emotional arousal**

They are also known as emotional states or physiological states. According to Bandura (1997: 84) "*people experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy*". That is to say; Stress, anxiety, fatigue, depression are emotional states which can influence how people feel about their personal abilities in a particular situation. But it does not mean if you suffer from depression or stress then you cannot build self-efficacy, it is the way how you interpret this emotional state which counts. According to Bandura (1995) "*It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted*".

Some people interpret their stress reactions and tensions as signs of vulnerability to poor performance. In activities involving strength and stamina, people judge their fatigue, aches and pains as signs of physical debility (Ewart, 1992). Mood also affects people's judgements of their personal efficacy. Positive mood enhances perceived self-efficacy; despondent mood diminishes it (Kavanagh and Bower, 1985). Thus, by learning how to manage anxiety, reduce stress,

transforming negative emotions and debilitating states into positive ones and enhance mood when experiencing challenging situations such as: performing to a large audience for the first time individuals can improve their self-efficacy by interpreting those emotional arousals rightly.

Sources of Self-Efficacy

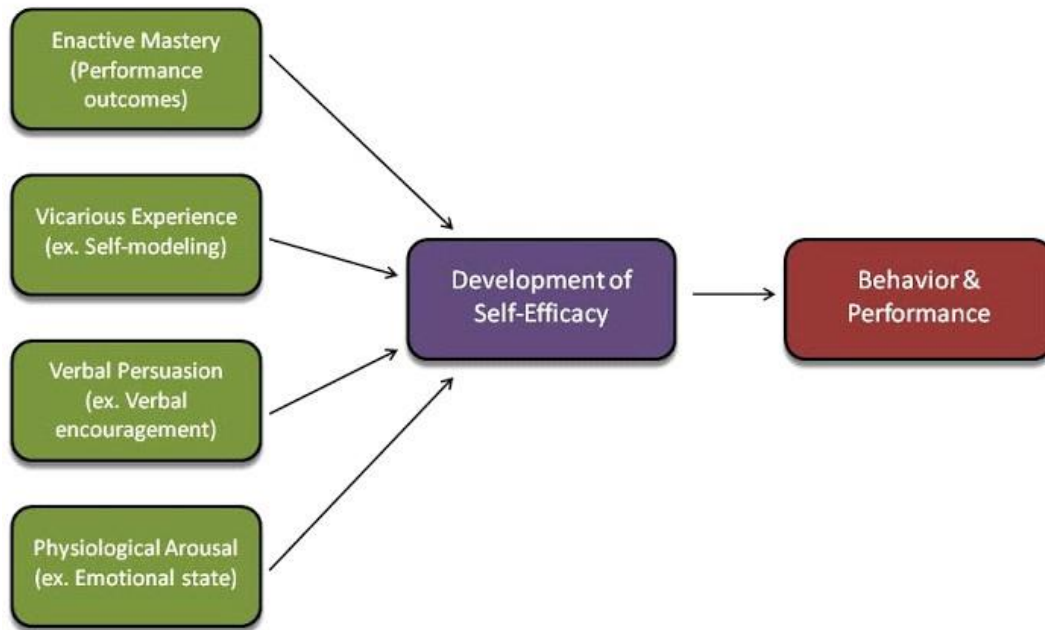


Figure 2 : Major Sources of Self-Efficacy (Bandura , 1997:195) .

4. General self-efficacy and specific self-efficacy

There are two types of Self-Efficacy: General Self- Efficacy (GSE) and Specific Self- Efficacy (SSE). General Self- Efficacy is " *individuals' perception of their ability to perform across a variety of different situations* " (Judge , Erez,& Bono ,1998,p.170) . That is, GSE is a situation independent competence belief and it has been conceptualized as a relatively stable generalized belief that an individual can marshal the resources needed to deal with the challenges that he or she experiences. That is, GSE is a trait - like belief in one's competence. According to

Shelton (1990) general self-efficacy is " *the belief about one's ability to achieve goal and to overcome obstacles in daily living. It is viewed as a global construct and is drawn from the internal averaging of all successes and failures that are attributed to the self* " .

On the other hand , Specific self-efficacy (SSE) is defined by Wood and Bandura (as cited in burrows ,2004: 61) as " *beliefs in one's capabilities to mobilize the motivation , cognitive responses ,and course of action needed to meet given situation demands* " .In other words , it is the beliefs in one's ability to perform tasks which are specific . It is related to the individual's confidence to perform specific tasks. Self- Efficacy in relation to specific tasks and situations is defined by Bandura (1986 :391) as " *people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances . It is concerned not with the skills one has but with judgments of what one can do with whatever skills one process* " , this description shows that people's self-efficacy is not of a general nature , but related to specific situations , individuals can judge themselves to be competent in one field or domain and less competent in another field .

Similarly, (Woodruff & Cashman, 1993, p. 424) state that;

Bandura conceptualized self-efficacy as being situationally specific and not generalizing between other areas. The feeling of capability in a particular experience may or may not carry over into different types of situations since some situations have broader generality than others. The 'Bandurian perspective ' regards the idea that the general self-efficacy construct has variable strength depending on the dimension of life being considered and the extent of overlap it has with other dimensions.

According to Shelton (1990, p. 992) GSE is " *Global trait, relatively stable, (that) changes*

over time with an accumulation of success and failure experiences". Evidence suggests that GSE and task-specific self-efficacy are positively correlated (e.g. . , Sherer , 1982) . Some authors have argued that GSE moderates the impact of environment (e.g., negative feedback) on individual's task-specific self- efficacy. Eden (1988,2001) argued that GSE is a determinant of task-specific self-efficacy.

5. Measurements of Learners' Self -Efficacy

Bandura (2006, p. 23) States that “ *There is no all-purpose measure of perceived self-efficacy The ' one measure fits all ' approach usually has limits explanatory and predictive value because most of the items in an all- purpose test may have little or no relevance to the domain of functioning* ” . Items on self- efficacy measures should be phrased in terms of what people believe they “can do”; the focus should be on capabilities, instead of feelings or self-esteem or self- concept. Bandura (2006) indicates that the concept of self-efficacy has three main dimensions: Magnitude (or level), Strength and Generality.

- **Magnitude**

The relative e difficulty of a task compared to others in a hierarchy. It deals with the belief about performance in increasingly difficult aspects of the task. “ *When tasks are ordered in level of difficulty, the efficacy expectations of different individuals may be limited to the simpler tasks, extend to moderately difficult ones, or include even the most taxing performances* ” (p.24). There are multiple tasks demands which are labeled as Simple, Moderate, or Difficult, i.e. The ordering of tasks by difficulty.

- **Generality**

Is the relative degree of specificity or pervasiveness of expected mastery It refers to whether

the task is associated with a general or specific sense of efficacy: the extent to which efficacy expectations from one situation generalize to others situations. When tasks are similar in nature, situation and capability. They become more generalizable to individuals. " *Generality can vary across types of activities , the modalities in which capabilities are expressed (e.g. , behavioral , cognitive , affective) , situational variations , and the types of individuals towards whom the behavior is directed "* (p.25).

- **Strength**

it is the relative extinguishability of expectations by disconfirming experiences. Strength reflects how certain a person is of being able to perform a specific task. How weak or strong a person's efficacy is. It is the strength of learners of assurance that they can do it, generally rated on 10 (a little certain) to 100 (highly certain). " *Weak expectations are easily extinguishable by disconfirming experiences , whereas individuals who possess strong expectations of mastery will persevere in their coping efforts despite disconfirming experiences "* (p. 26) . Bandura (2006) designed a scale where the subjects are presented with items describing some task demands, and are asked to rate the strength of their beliefs in their ability to perform those activities.

Bandura's scale is based on 100-point scale that ranges in 10- unit intervals. The lowestest number is 0 meaning that the subject assures he cannot perform the task (cannot do at all), there are intermediate degrees of self-efficacy, as 50 which means that the subject is moderately (can do) and accomplish the task, and the last, there is complete or absolute assurance represented on the scale by 100 (highly certain can do) which means that the subject is highly certain that he can succeed in performing the task.

6. Self-efficacy and Related Concepts

There are some constructs that seem to constitute a conceptual overlap with Self-efficacy. De Fraine, Van Damme and Onghena, as cited in Liu (2008) compare three concepts: Self-efficacy, Self-esteem and Self-concept. Liu (2008) distinguished between the three concepts: “*self-esteem represents a person’s general perception of his or her self-worth. Self-concept is domain-specific, whereas self-efficacy is regarded as a person’s expectation of his or her competence in a given task*” (p.166). Self-efficacy is entirely different from such concepts as self-esteem, self-concept and self-confidence.

6.1- Self-Efficacy and self Esteem

For Gosselin and Maddux (2003), “*self-efficacy is defined and measured not as a trait but as beliefs about to coordinate skills and abilities to attain desired goals in particular domains and circumstances*”. According to Bandura (1997) both constructs refer to different things “*perceived self-efficacy is concerned with judgments of personal capability, whereas self-esteem is concerned with judgments of self-worth. There is no fixed relationship between beliefs about one’s capabilities and whether one likes or dislikes oneself*” Maddux 1995, self-efficacy is not a ‘trait’ that one possesses, or does not possess; it is a capacity that is developed and shaped through time and experience, and thus could be subject to change and enhancement. Kohn 1994 adds that “*self-esteem it is a personal judgement of one’s worthiness that is expressed in the attitude the individual holds towards himself*”.

6.2- Self-efficacy and self-concept:

Self-efficacy is often confused with self-concept despite the fact that they totally refer to distinct beliefs, unlike Self-efficacy beliefs which are ‘context-specific’, self-appraisals of capacities, self-concept is a global description of one’s personal essence. Zimmerman (1995) self-concept is related

to 'normative' assessment of ability which involves establishing external comparisons, stimulated by the desire to outperform others. However self-efficacy is associated with 'mastery criteria', focusing on one's own assets and limitations and evaluating one's own personal competence to succeed in a given domain (Zimmerman, 1995). For Pajares (2002), it is a general conception, consisting of a body of attitudes and values, that one comes to develop about his/her 'being' as a result of social transactions. Self-efficacy refers to personal judgments about an individual's ability; however, self-concept is based on an individual's feelings of self-worth as they relate to the values of societies. (Pajares 2002).

6.3- Self-efficacy and self-confidence:

According to Bandura (1997),

It should be noted that the construct of self-efficacy differs from the colloquial term "confidence". Confidence is a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about ...; perceived self-efficacy refers to beliefs in one's agentive capabilities, that can produce given levels of attainments. A self-efficacy assessment, therefore, includes both an affirmation of a capability level and the strength of that belief. Confidence is a catchword rather than a construct embedded in a theoretical system.... P.382

Smith et al., 2010 self-confidence refers to a general sense of confidence, Self-efficacy relates to a general sense of confidence in one's abilities to achieve a desired outcome.

Researchers have attempted to distinguish the concept of self-efficacy from the related concepts such as self-esteem, self-concept and self-confidence. In fact, self-efficacy as a construct is distinctive from related motivational constructs because it has specific dimensions, and it focuses on performance capabilities.

7_ Self-efficacy in educational and academic context

Since Bandura (1997) introduced self-efficacy to the psychological literature, researchers such as Schunk(1990), Pajares(2000), and Zimmerman(2000) have explored its role in varied domains including education and learning.

Researchers have shown that self-efficacy influences learning, motivation, achievement, and self-regulation. According to Zimmerman as cited in Bandura (1995:202) *“Schools must go beyond teaching intellectual skills to foster students' personal development of the self-beliefs and self-regulatory capabilities to educate themselves throughout a life time”*. That is to say, students need to learn self-regulatory skills besides the intellectual skills in order to be competent and succeed in their academic route.

Based on Bandura's Social Cognitive Theory, it appears that self-efficacy is one of the most important factors, which influences academic performance and success. Bandura (1977) hypothesized that efficacy-beliefs influence level of effort, persistence, and choice of activities. Compared with students who doubt their capabilities, those with high self-efficacy participate more readily, work harder, persist longer, show greater interest in learning, and achieve at higher levels (Bandura 1997). It means that, SE can influence the choices learners make, like: the activities learners choose in order to participate in. They tend to select activities and tasks in which they feel self-efficacious and avoid those in which they do not. It helps also to determine how much effort they expend on an activity, how long they persevere when confronting obstacles, and how resilient they are in the face of difficulties.

According to Fast, 2010 higher self-efficacy predicts achievement outcomes. learners with a strong sense of SE view hard tasks as challenges to be mastered, they consider difficult tasks as

challenging goals and they commit to them. At the same time, they double and sustain their efforts in the face of failure. i.e. they cope with challenging situations in a more mature way. In contrast to those who are suspicious of their own abilities and doubt their capacities, tend to believe that things are more difficult than they really are. They view SE as a belief that can foster stress, anxiety and eventually failure. Self-efficacy is a key determinant of individuals' motivation, learning, self-regulation, and achievement (Schunk & Pajares, 2009). It means that, Self-efficacy can influence one's level of self-regulation (Schunk & Pajares, 2009; Zimmerman & Cleary, 2009). Those with higher self-efficacy for learning set challenging goals, employ what they believe are affective strategies, make strategies adjustments and seek help as needed, and create an affective work environment. Using path analysis, Schunk (1981) found that self-efficacy exerted a direct effect on children's mathematics achievement and persistence. Pajares and Kranzler (1995) found that mathematics self-efficacy had a direct effect on mathematics performance and mediated the influence of mental ability.

Bandura (1986) considers Self-efficacy to be the central mediator of effort. In other words, self-efficacy mediates the relationship between knowledge and action. This highlights the importance for a learner's beliefs and motivation in the learning process. i.e., having the knowledge and skills needed to perform actions does not guarantee that a learner will proficiently perform the task. The movement from having adequate knowledge to superior performance in a task is mediated by the efficacy beliefs of the learner.

SE is an important motivational construct for learners in terms of their learning outcomes. "*Students with the same level of cognitive skill development vary in their intellectual performances depending on the strength of their perceived self-efficacy*" (Zimmerman, 1995, p. 209). Thus, beliefs of personal efficacy are often a better predictor of success than actual abilities,

skills, or knowledge (Schunk, 1991). When people judge themselves capable of handling certain tasks, they are more likely to be confidently involved in and perform the related activities. However, when the task demand is judged to exceed their abilities, learners tend to avoid performing the task and see it as threatening. According to Pajares (1997 ,p. 3) " *self-perceptions of capability help determine what individuals do with the knowledge and skills they have* ". That is , performance is generally better predicted by the self-efficacy belief one holds than by one's actual ability or prior attainment . Bandura (as cited in Gahungu, 2007) has also found that the perceived self-efficacy increases academic achievement in a direct and an indirect way, by influencing individuals' goals. Self-efficacy in relation to goals, increase academic performances of the learners. Learners with high level of self-efficacy tend to assign higher goals to themselves and they view them as challenges to be accomplished by working hard and making lot of effort.

II. The input hypothesis

The second language acquisition theory was founded by the American linguist Stephen Krashen in the 1980s, it includes five hypotheses: The acquisition learning hypothesis, the monitor hypothesis, the input hypothesis, affective filter hypothesis, natural order hypothesis. The input hypothesis is only concerned with “acquisition” not learning, it aims at explaining how second language acquisition takes place. Krashen (2003 :4) “*we acquire language only in one way: when we understand messages; that is, when we obtain comprehensible input*”. In other words, learners only when they receive comprehensible input.

Krashen and Terrel (1983: 32) “*An acquirer can move from stage i (where i is the acquirer’s level of competence) to a stage $i + 1$ (where $i + 1$ is the stage immediately following i along some natural order) by understanding language “ $i + 1$ ”.* In other words, language learners require comprehensible input represented by $i + 1$ to move from their current level of acquisition represented by i to the next level of acquisition comprehensible input which contains structures “a little beyond” their current understanding. In addition, the input hypothesis claims that acquisition of structures that we have not yet acquired is possible through context which includes our knowledge of the world, and extra-linguistic information and previously acquired linguistic competence. Therefore, the context of where the language is used, knowledge of the world and extra-linguistic elements are essential ingredients that help the acquirer to understand the language.

2.1-Acquisition

Stephen Krashen in his book language acquisition and language education in 1989 considered acquisition as the “cornerstone” of his theory. he claimed that acquisition is a subconscious process which is similar to the process of first language acquisition, during the acquisition process learners are not conscious about what they are learning nor its results. Krashen states that “*acquisition requires*

meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding". In other words, acquisition means using everyday language during interactions in which the speakers are not concentrated with the form of their utterances but their focus is the messages they send and receive. Krashen (1981 b) advanced that acquisition is more significant as it helps to develop a person's ability and performance to use a second language that it is to say this ability to acquire comes from what we acquired not from learning. Input hypothesis is an attempt to explain how learners acquire a language and it is only concerned with "acquisition" not learning, because learners acquire a language only by understanding input.

2.2- Comprehensible input

Krashen (2003: 4) states that *"We acquire language in only one way: when we understand messages: that is when we obtain comprehensible input"*. In other words, acquisition of language requires the comprehension of messages and occurs through exposure to comprehensible input.

Krashen and Terrel (1983: 32) states that *"An acquirer can move from a stage i (where i is the acquirer's level of competence) to a stage $i+1$ (where $i+1$ is the stage immediately following i along some natural order) by understanding language $i+1$)"*. In other words, the acquirer requires comprehensible input represented by $i+1$ to move from their current level of acquisition represented by i to the next level of acquisition.

2.3- Acquisition vs Learning

According to the linguist Krashen, there is a difference between acquisition and learning. For him acquisition is a subconscious process which is similar to the way children acquire their first language. Language acquirers are not aware of the fact that they are learning a language nor

the results of the acquired competence but language is used only for interaction. and also learners are not aware about the grammar rule but they are able to distinguish the correct forms from the wrong one. On the other hand, learning refers to conscious knowledge which means knowing about language also known as grammar. Krashen emphasized the role of acquisition he said that our ability to use a language come from what we have acquired.

2.4- The Role of Input in Language Production

Krashen (1982) in his theory of SLA claims that language production i.e. speaking and writing emerges over time, it cannot be thought directly, as the learner reads, hears and understands more input, his or her ability to produce the new language will emerge over time and it might be inaccurate at first. Krashen 1982(b) emphasized that language production should take time in order to let the students gain self-confidence and motivation in their capabilities and abilities, confidence and motivation can be acquired through comprehensible input. To sum up production of language is the result of building competence via comprehensible input.

Conclusion

This chapter has tackled some issues that are related to the theoretical backgrounds of this research study. It is divided into four sections. In the first section, we shed light on some important concepts upon which this research is based, such as Self-efficacy, knowledge assimilation and language production that is to say writing and speaking. The second section was devoted to the explanation of the sources and types of self-efficacy as well as its measurements, and it has also allowed us to highlight the importance of self-efficacy in educational and academic context. Finally, the last section is devoted to the explanation of the Albert Bandura Self-efficacy theory and. In addition, the Input hypotheses by Krashen Stephen(1981) on which this work is based on . In the next chapter, we present the methods and methodology used in this work.

Research Design

Introduction

This chapter deals with the methodology and research design of the present study. It is designed to describe the techniques and the procedures of data collection and data analysis. Our research design is divided into two main sections: The first section is entitled “**Procedures of data collection**”, it includes the type of the research method used in order to collect data (The mixed method), the context of investigation and the sample population, in addition, it provides a description of the two research instruments (a questionnaire and an interview) used to carry out the investigation. The second section is entitled “**procedures of data analysis**”. It presents the methods used in the data analyses. The rule of three is used for the analysis of the close-ended questions, as for the analysis and interpretation of open-ended questions of the questionnaire and the interview, the qualitative content analysis (QSA) is used.

I. Procedures of data collection

1. Research Method

To conduct our investigation, the Mixed Method Approach has been adopted. It combines quantitative and qualitative research instruments for both data collection and data analysis. It is defined as “*Mixed method research is the type of research in which a researcher or a team of researchers combines elements of qualitative and quantitative viewpoints, data collection, analysis, influence techniques for the broad purposes of breadth and depth understanding and corroboration*” (Johnson, Onwuegbuzie & Turner, 2007: 23). In other words, the mixed method research combines both quantitative and qualitative methods.

2. Context of Investigation and Sample population

The present study took place in the Department of English at Mouloud Mammeri University of Tizi-ouzou and the target population under investigation are BMD first-year students. However, because it is impossible to deal with all the first-year students we have dealt only with 50 students who are randomly chosen. According to Cohen (2007: 113-114) a random sampling involves “*choosing the nearest individuals to serve as the respondents and continuing that process until the required size has Been Obtained or those who happen to be available and accessible all the time*”. Moreover; our study is considered as a case study which is defined by (Borg and Gall, 1989:402) as “*a detailed examination of a single subject or phenomenon*”. Then in order to gather more in-depth and reliable information about the students’ views towards the role of self-efficacy in knowledge assimilation and language production we conducted a structured interview with six (06) first-year students.

3. Procedures and instruments for data collection

In order to gather data for our research, we have relied on two main instruments. We administered a questionnaire for first year students in the department of English at MMUTO. In addition, we have conducted a structured interview with six (06) students of first year in the same Department.

3.1.1. The Students ‘ Questionnaire

A questionnaire is a research tool for collecting both qualitative and quantitative data about a particular topic. It is defined by Brown (2006: 6) as “*Any instruments that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers*”. The advantage of a questionnaire is that it allows the gathering of large amount of data in a short time. In this regard, Brown (1988: 3) states “*the advantage of a questionnaire is that substantial amounts of information can be collected in a relatively short time*”. The questionnaire comprises two types of questions: close and open-ended questions. In the former the participants only

select the appropriate answer, whereas, in the latter, the respondent is free to answer in his or her own words.

3.1.2. Description of the Students' Questionnaire

For the sake of gathering more information about the students' views concerning the role of self-efficacy in knowledge assimilation and language production. fifty (50) questionnaires have been distributed to students of first year of English at MMUTO chosen randomly. This questionnaire is made up of eighteen (18) items which are divided into two types: twelve (12) close-ended questions where the participants are required only to choose the right answer by ticking in one box. and six (06) open-ended questions in which the participants were asked to explain and justify their answers by using their own words. The questionnaire was administered on July 6th, 7th and 8th 2021 and on September 5th, 6th of the same year.

3.2. Students' Interview

In addition to the questionnaire, an interview is used as a second research tool in order to gather more data. Kvale (2006: 484) defines an interview as *"An instruments for providing the interviewer with descriptions, narratives, and texts which the researcher then interprets and reports according to his or her research interests"*. The interview is used in order to get in-depth information concerning the views of students about the role of self-efficacy in knowledge assimilation and language production. The interview is structured that is to say we have prepared a list of questions addressed for students. It consists of Ten (10) questions in which we have used both open-ended questions and close-ended questions. The interview has been conducted with six (6) students of first year in the department of English at MMUTO by using an audio recorder (mobile phone) for their and answers each interview took between 8 to 15 minutes depending on the students interviewed and took place on September

19th, 20th, and 22nd 2021.

4 . procedures and instruments of data analysis

To analyze the data collected from the questionnaire and the interview, two methods are used, quantitative and the qualitative methods. The descriptive statistical method has been adopted to calculate the numerical data using Microsoft Excel Program. As for the data collected from the open-ended questions of the both the questionnaire and the interview, Qualitative Content Analysis has been used.

4.1.Quantitative data

A quantitative method is used for the analysis of the statistical data. Dornyei (2007 :29) defines quantitative research as *“Seen to offer a structured and highly regulated way of achieving a macro-perspective of the overarching trends in the world of the everyday realities of the world”*. For the sake of the analysis of the data collected, Microsoft Excel program has been used to calculate the numerical data obtained from the closed-ended questions of the questionnaire, then presented in the form of diagrams and pie charts, the percentages are calculated by means of the rule of three which is applied as follows $X = \frac{Z \times 100}{Y}$

X is the calculated percentage, Z is the value of the similar answers and Y is the total number of the participants. The business Dictionary (2007:29) states that Microsoft Excel *“allows users to organize, format, and calculate data with formulas using a spreadsheet system broken up by rows and columns”*. For the data collected from the open –ended questions of the questionnaire and the interview, qualitative content analysis (QCA) has been used.

4.2. Qualitative Content Analysis

Qualitative content analysis (QCA) is a method that we used in our investigation to interpret and to analyze the different views of first year students about the role of self-efficacy in knowledge assimilation and language production of both the open-ended questions of the questionnaire and the interview. QCA is defined by Hsieh and Shannon (2005:1278) as “a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns”. That is to say QCA is used for the analysis and interpretation the meaning of texts. Moreover, Down-Wamboldt (1992: 314) quoted in Hsieh and Shannon, 2005: 1278) says that the main goal of this tools is to “*to provide knowledge and understanding of the phenomenon under study*”. that is to say, it is useful for a better understanding of the issue under investigation. Hence, the data of the questionnaires and the structured interviews more precisely the open-ended questions which are related to opinions and attitudes of students will be analyzed by relying on the analysis of their personal production on the questions, thus we will attempt to deduce the intended meaning of their answers and describe and to explain their opinions on this research work in a written form.

Conclusion

This chapter has shed light on the research design and the methodology used in this study. First of all, it has presented the research methods used in this study, participants and the population sample and it has also described the research tools used in this study which consists of a questionnaire and an interview. For the data analysis, the descriptive statistical method and the Microsoft Excel computer program have been adopted to analyze the quantitative data collected from the questionnaire. Furthermore, the qualitative content analysis (QCA) is used to interpret the qualitative data obtained from the questionnaire and the interview.

Presentation of the findings

Introduction

This present chapter is concerned with the empirical part of our research. It presents the findings reached through the questionnaire addressed to a group of fifty (50) first year of students in the department of English at MMUTO, and the interview we have conducted with six (06) students at the same department. The aim of this research is to investigate the students' views about the role of self-efficacy in knowledge assimilation and language production. For the sake of reliability and visibility, the results are represented in percentages and displayed in tables, diagrams and pie charts. This chapter is divided into two main parts. The first part presents the results obtained from the students' questionnaires while the second part presents the results obtained from the interview conducted with students of first year in the department of English at MMUTO.

I. Results of the students' questionnaire

Question 1: To what extent do you believe that self-efficacy is important in knowledge assimilation and language production?

To a great extent

To some extent

Not important at all

	To a great extent	To some extent	Not important at all	total
participants	35	14	1	50
%	70%	28%	2%	100%

Table (01): Students beliefs towards the importance of self-efficacy in knowledge assimilation and language production.

The table above shows that 70 % of the participants believe that self-efficacy is of a great importance in knowledge assimilation and language production, and 28 % believe that it is important at some extent and only 2 % believe that it is not important at all.

Question two: Do you view difficult tasks as challenges to be mastered or threats to be avoided while assimilating and producing knowledge? Please justify your answer

Yes

No

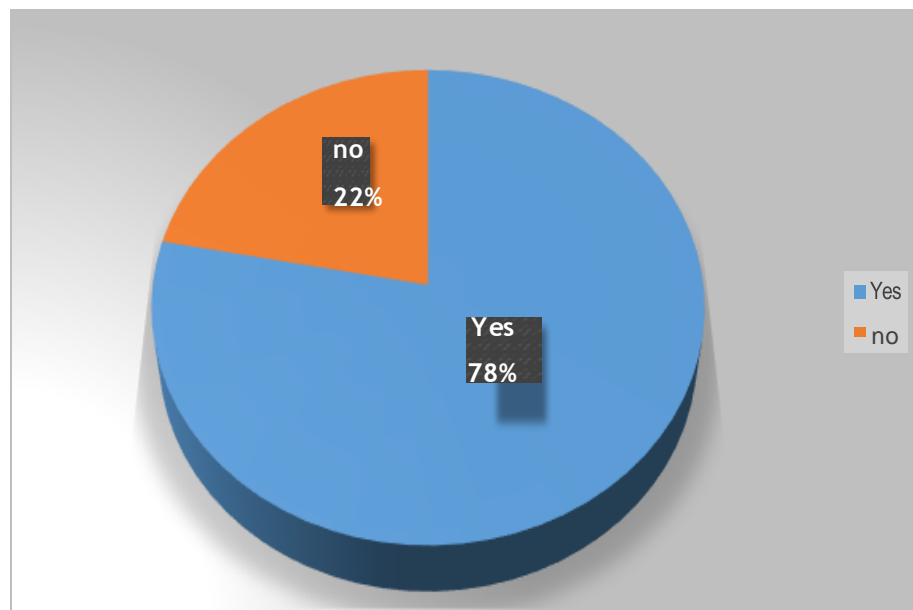


Diagram 1: Students views on difficult tasks.

As it is noticeable from diagram 1, the majority of the students (78%) of the respondents say that they view difficult activities as challenges to be mastered while assimilating knowledge and producing language. They claim that difficult activities play significant role in increasing their abilities and capabilities to better assimilate and produce language. while (22%) of the participants think that difficult activities are threats to be avoided while assimilating and producing knowledge because they cannot handle with difficult task but they rather just avoid them.

Question three: How far do you agree with the following statement “Self-efficacy can be developed through the observation of competent models”?

Strongly Agree

Agree

Strongly disagree

Disagree

	Strongly agree	agree	disagree	Strongly disagree	Total
participants	14	36	0	0	50
%	28%	72%	0%	0%	100

Table 02: The observation of competent models to develop students ‘self-efficacy.

The above table shows that the vast majority of students; either strongly agree or agree (28 % + 72 %) with the statement that self-efficacy can be developed through the observation of competent models.

Question 4: Do you avoid challenging activities that are beyond your current level ?

Yes

No

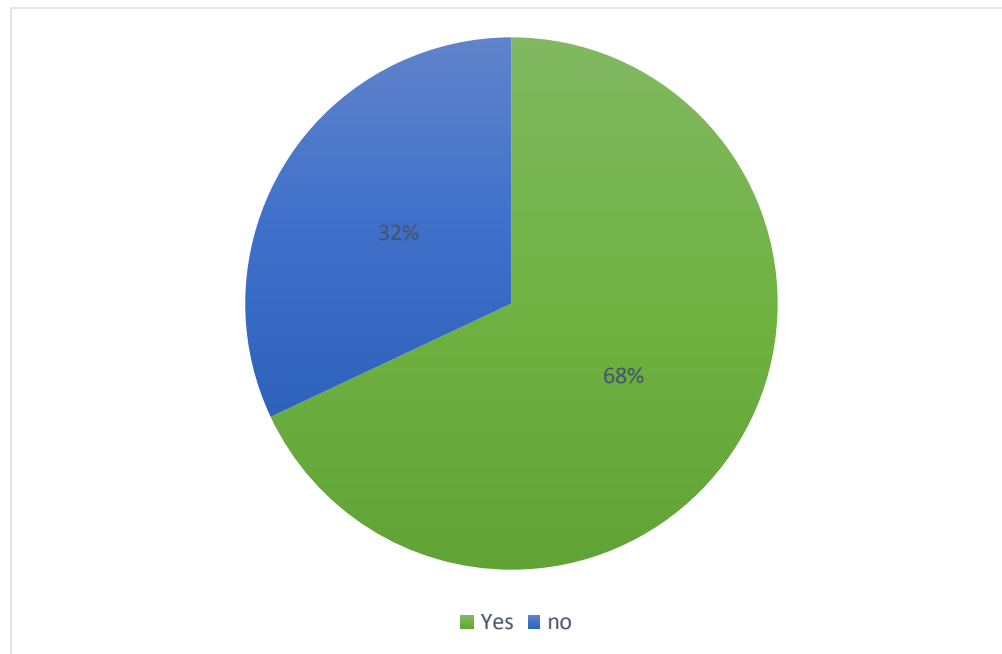


Diagram2: students' attitudes towards challenging activities

Most of the respondents (68%) affirm that they do not avoid challenging activities that are beyond their current level. Yet, (32%) of them tend to avoid difficult activities that are beyond their current level.

Question 5: Do you recover slowly or quickly your sense of self-efficacy after failures or setbacks?

Yes

No

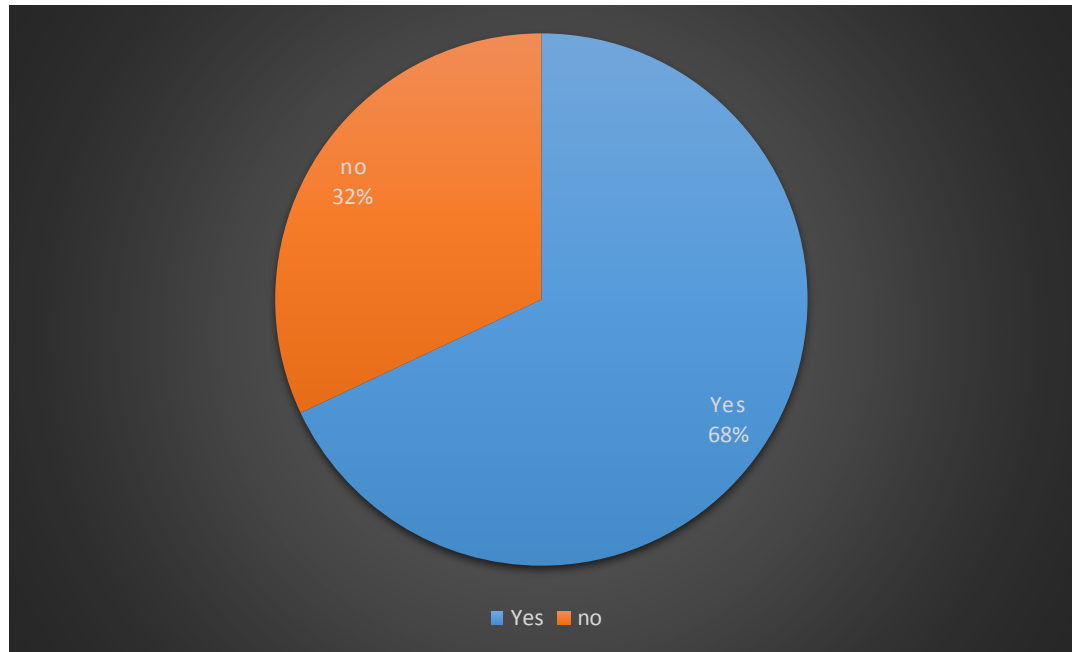


Diagram (03): Amount of time devoted to recovery of one's sense of self-efficacy after failures or setbacks.

From diagram 3, it is clear that 68 % of the participants manage to recover either slowly or quickly after failures. However, 32 % of them do not recover their sense of self-efficacy after failures or setbacks.

Question 6: Receiving positive verbal feedback while accomplishing a complex task persuades you to believe that you have the skills required to assimilate knowledge and develop your output and input skills?

Yes

NO

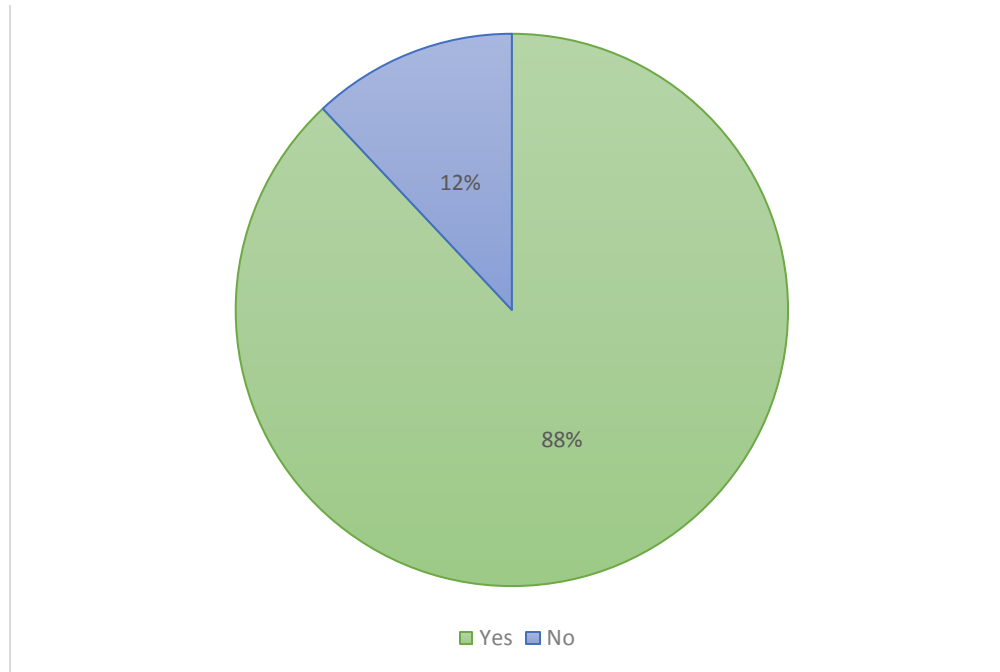


Diagram 4: The influence of positive verbal feedback on students' attitudes towards knowledge assimilation and language production

From the collected data, it is revealed that the majority of the students (88 %) argue that receiving positive verbal feedback while accomplishing complex tasks persuade them to believe that they have the skills required to assimilate knowledge and to develop their output and input skills. However, only (12 %) of them assert that receiving positive verbal feedback while accomplishing complex tasks does not persuade them to believe that they have the required skills to assimilate knowledge and develop their linguistic output and input.

Question (07): which one of the following factors affects more your beliefs in your capabilities to perform tasks?

- a) **Your prior experience**
- b) **Social model such as peers, teachers, siblings**
- c) **Feedback, comments and encouragement**
- d) **Emotional arousal such as stress, anxiety and depression.**

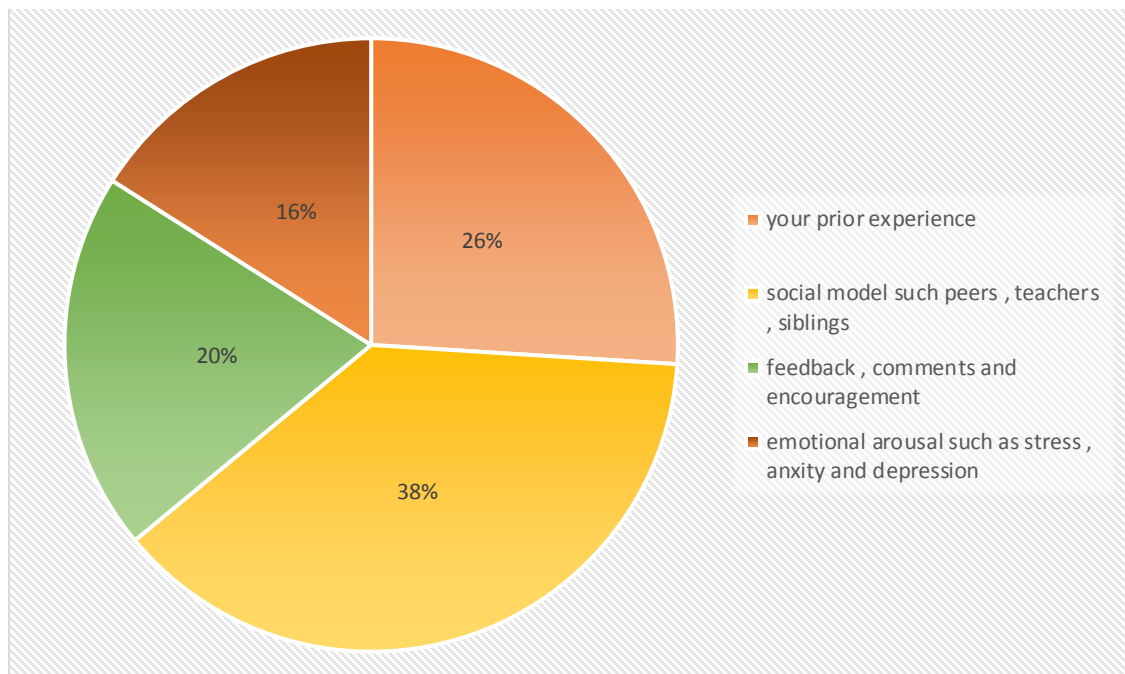


Diagram (05): Factors affecting students' beliefs in their capacities to perform tasks.

The above diagram presents the factors affecting the students' beliefs in their capabilities to perform tasks. It demonstrates that (38 %) of the students are affected by social models such as peers, teachers and their siblings. (26%) refer to prior experiences. others (20%) affirm they are affected by feedback, comments and encouragement. The remaining ones (16%) state that emotional arousal such as stress, anxiety and depression affects their beliefs in their capabilities to perform tasks.

Question 8: As a student you attribute your failures to

- a) **Your low abilities and capabilities**
- b) **Activities which are above your current performance level**

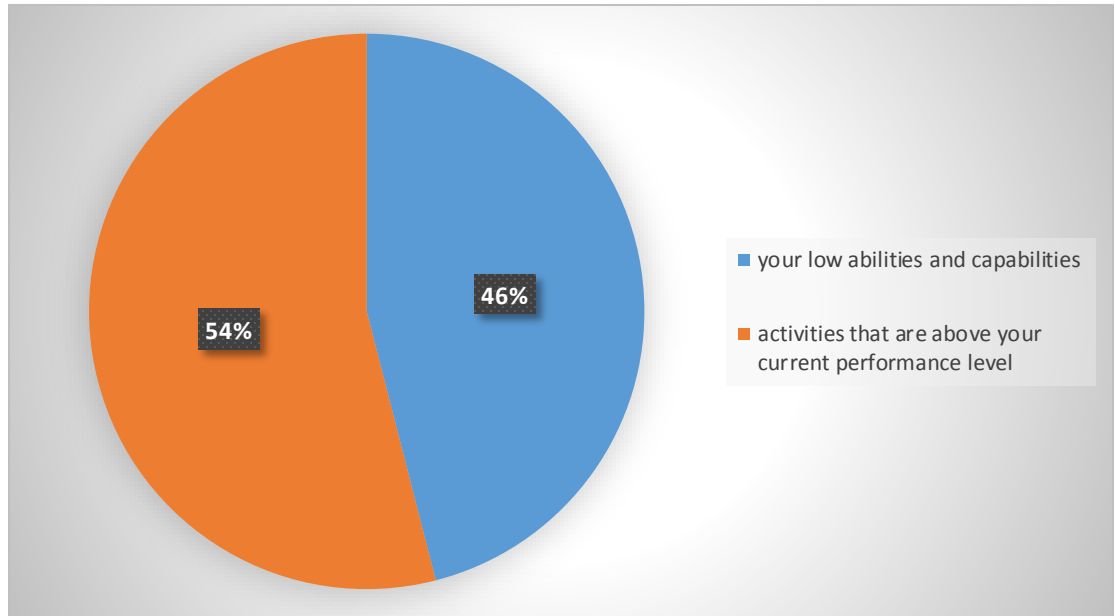


Diagram (06): causes of failure of students.

The results reveal that (54 %) of the students attribute their failure to activities that are above their current level of performance. The remaining ones (46 %) do attribute failure to their low abilities and capabilities.

Question 9: Do you believe that self-efficacy motivates you to assimilate and produce knowledge? (please justify your answer)

Yes

No

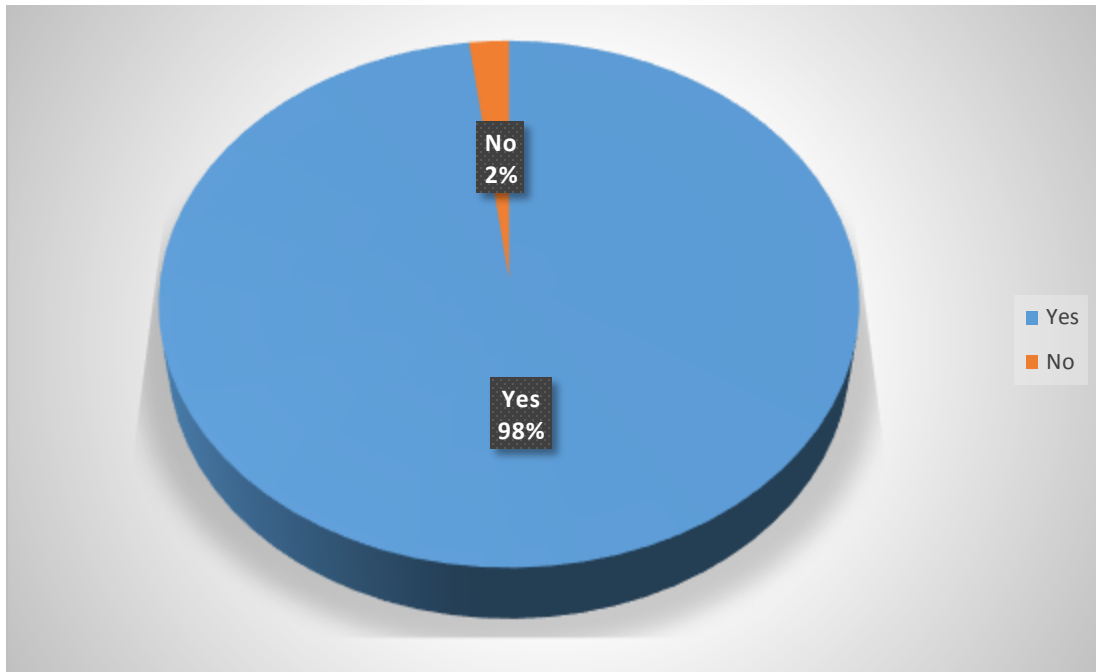


Diagram (07): Importance of self-efficacy in motivating students to assimilate and produce knowledge.

Most of the respondents, (98%) affirm that self-efficacy motivates them to assimilate and produce knowledge. Some of them think that it provides them with confidence to face any difficulties they encounter in their assimilation and production. Other believe that self-efficacy helps them to develop their assimilation and production skills. Few of the respondents (2%) think that self-efficacy does not motivate them to assimilate and produce language.

Question 10: when assimilating and producing knowledge you feel

Highly- efficient

Efficient

low- efficient

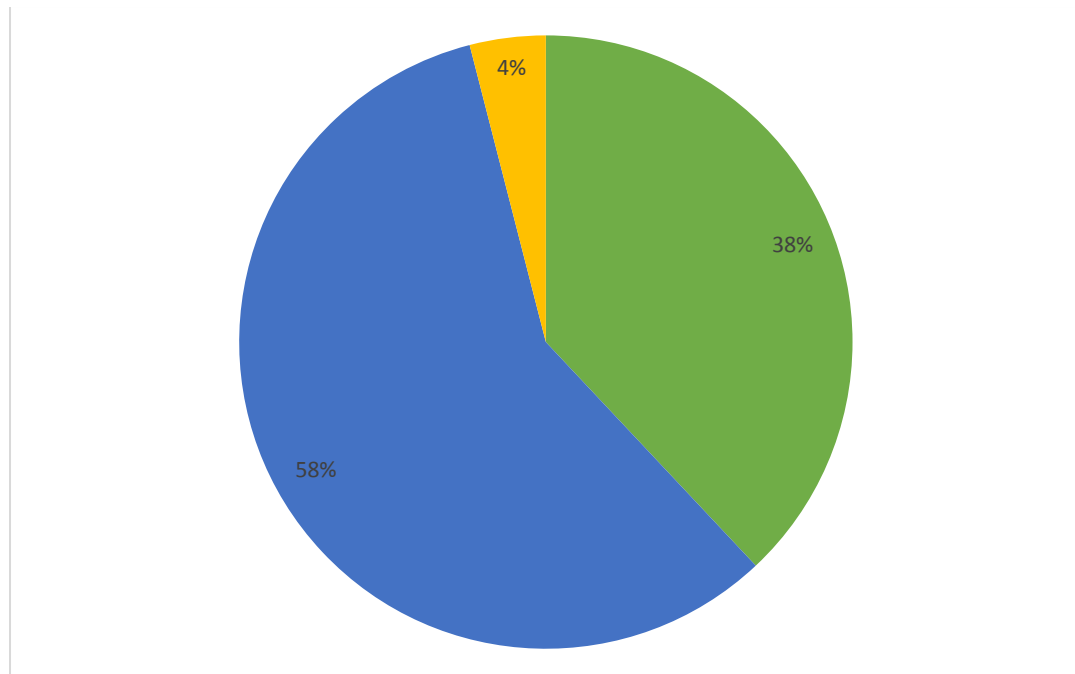


Diagram (08): students 'feelings towards knowledge assimilation and production.

This diagram shows that (58%) of the students feel efficient while assimilating and producing knowledge while (38%) feel highly-efficient. Finally, only (4%) feel low-efficient while assimilating and producing knowledge.

Question 11: How often do you think of language mistakes before producing linguistic output?

Always

Often

Sometimes

Rarely

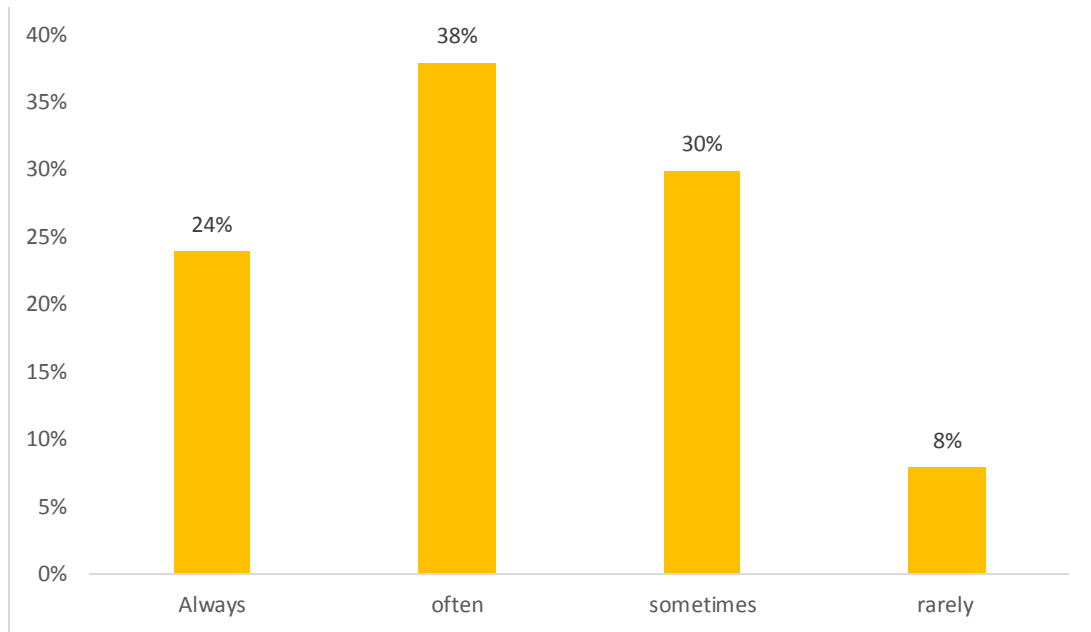


Diagram (09): Students' frequency of thinking about their mistakes before producing linguistic output.

The above diagram presents the students' frequency of thinking about their language mistakes before producing linguistic output. It shows that 62% (24% + 38%) of the students often and always think about their language mistakes before producing linguistic output. While 38% (30% + 8%) argue that they sometimes or rarely think about their language mistakes before producing linguistic output.

Question 12: Do you think that positive or negative attitudes towards self-efficacy can influence your knowledge assimilation and language production? (please justify your answer)

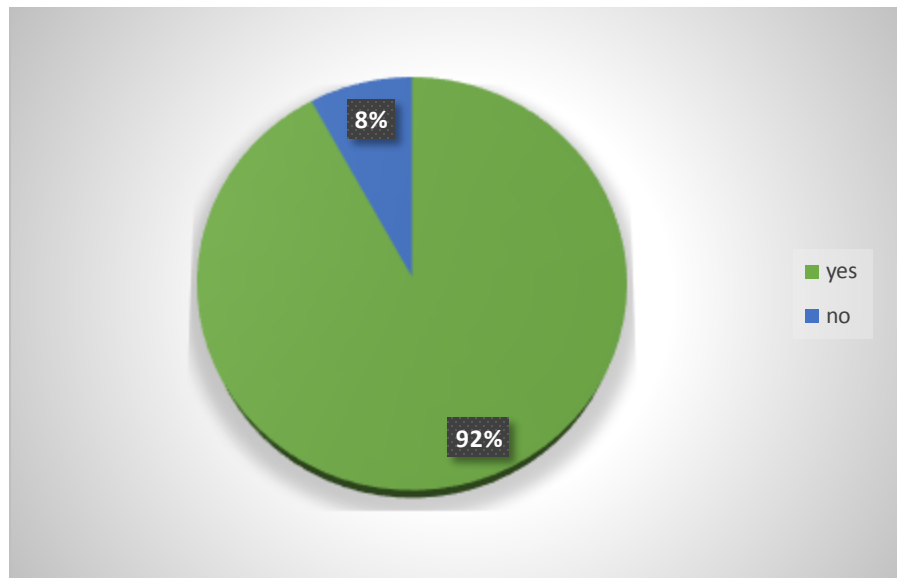


Diagram (10): The influence of students' Attitudes towards self-efficacy on their knowledge assimilation and language production.

The results show the majority of the students (92%) agree that their attitudes whether positive or negative influence their knowledge assimilation and language production. They claim that their attitudes influence their assimilation and enables them to produce language. Yet, (8%) claim their attitudes does not influence their knowledge assimilation and language production.

Question 13: Goal-setting is said to be among the most important strategies to develop self-efficacy so, do you set goals before assimilating and producing linguistic input and output?

Yes

No

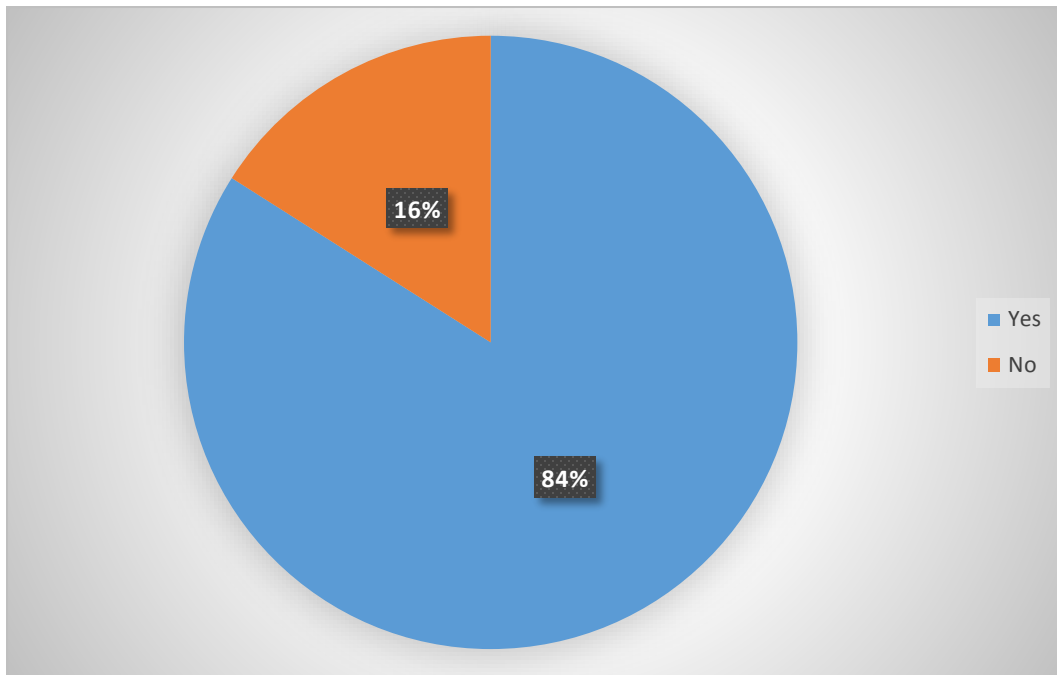


Diagram 11: The use of Goal-setting strategy in assimilating and producing linguistic output and input.

The results in the diagram above reveal that most of the students (84%) do set goals before assimilating and producing linguistic input and output, However, (16%) of them do not set goals.

Question 14: Do you think that there is a relationship between self-efficacy and academic performances?

Yes

No

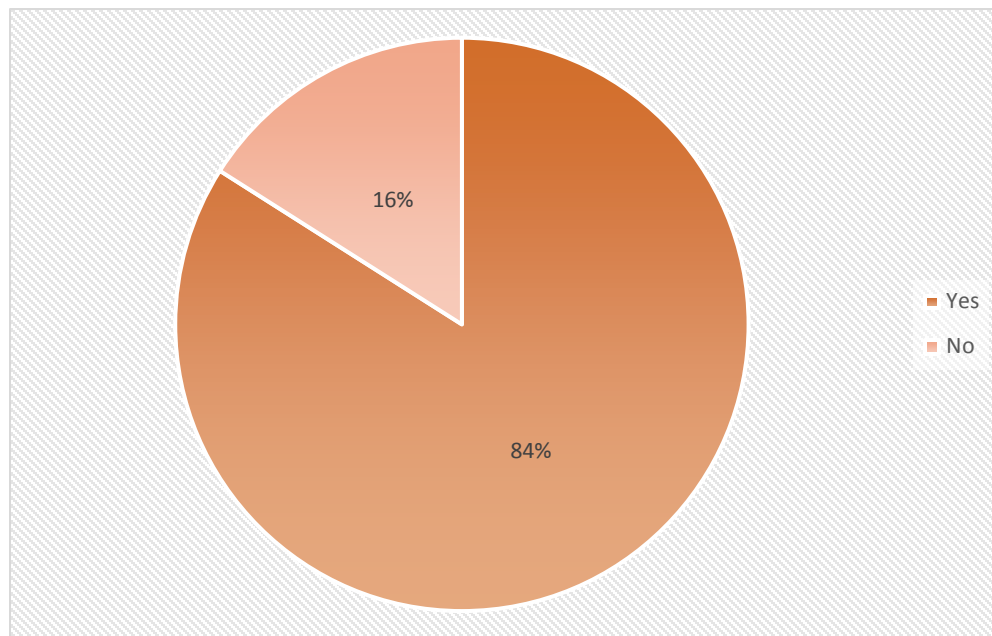


Diagram (12): students 'perceptions towards the relationship between self-efficacy and Academic performances

The results show that the majority of the students (84%) thinks that there is a relationship between self-efficacy and academic performances, and only (16%) think that there is no relationship between self-efficacy and academic performances.

Question 15: Does self-efficacy in knowledge assimilation and language production provide you with comprehensible input? (if yes explain how)

Yes

NO

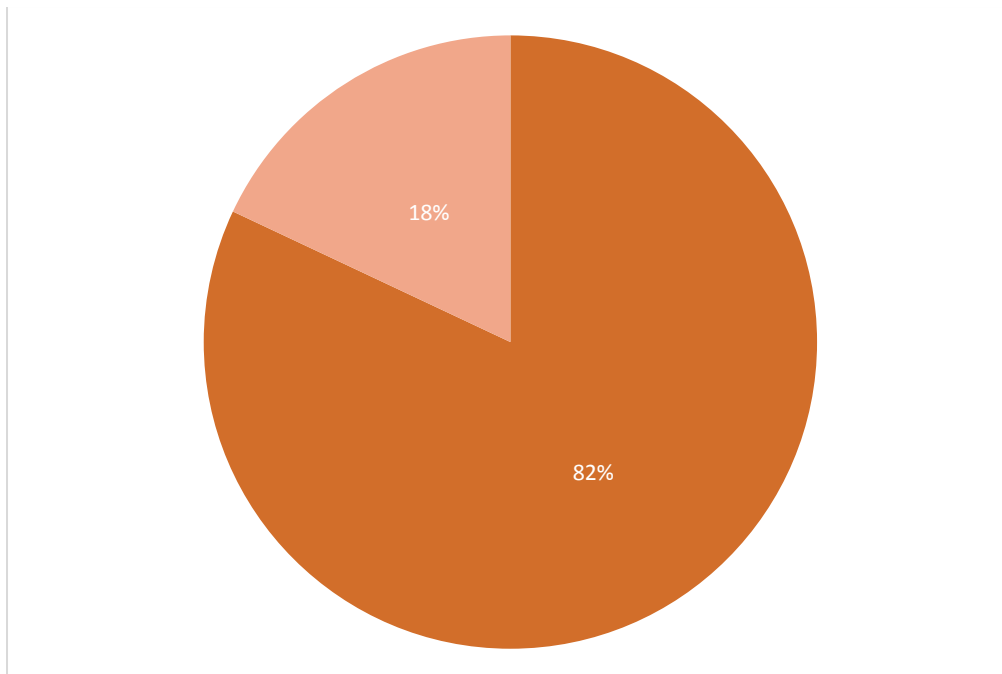


Diagram 13: self-efficacy in knowledge assimilation and language production and comprehensible input.

From diagram 13 it is clear that 82% of the participants believe that self-efficacy in knowledge assimilation and language production provide them with comprehensible input. They claim that self-efficacy in knowledge assimilation and language production is a good source of acquiring new information and it plays a significant role in increasing their level of comprehension and production. Only 18% do not think that self-efficacy in knowledge assimilation and language production provide them with comprehensible input.

Question 16: Do you think that lack of input has a negative influence on knowledge assimilation and language production? if yes explain how

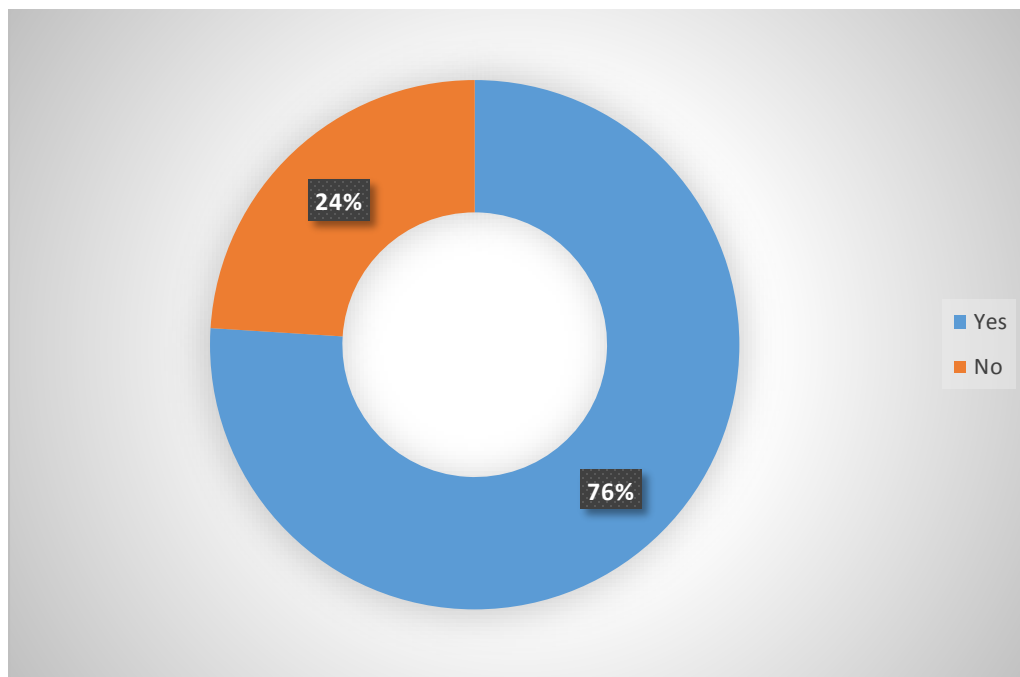


Diagram 14: The impact of lack of input on students' knowledge assimilation and language production.

From the collected data, we notice that the majority of the students (76%) believe that lack of input has a negative influence on their knowledge assimilation and language production. They claim that without enough amount of information they do not understand what they assimilate and they cannot produce language effectively, moreover some think that input allows them to better assimilate knowledge and produce language. The remaining ones (24%) who think that lack of input does not have a negative influence on their assimilation and production believe that on the contrary it pushes them more for a better performance.

Question 17: Do you think that your comprehension skills has improved thanks to self-efficacy?

Yes

No

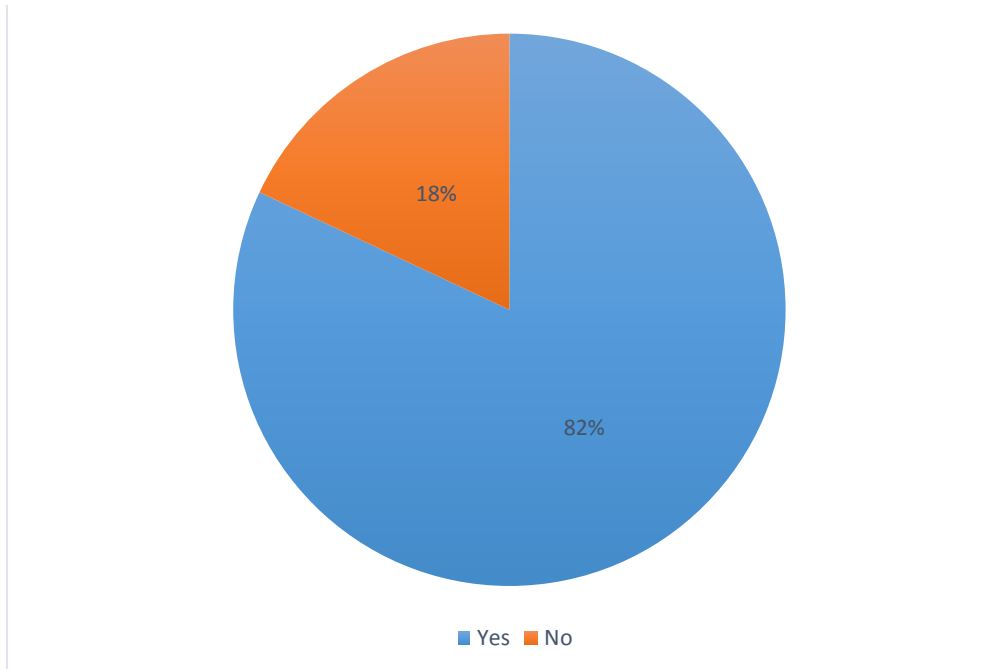


Diagram 15: Effect of Self-efficacy on students 'comprehension skills Improvement

From the diagram above, we notice that the majority of the students (82%) believe that their comprehension skills has improved thanks to self-efficacy. only (18%) of them think that their comprehension skills have improved thanks to self-efficacy.

Question 18: According to your personal experience, are there any other factors that hinder your linguistic input and output? if yes what are they?

According to the results obtained from the students' answers on this question, we notice that nearly all of the participants argue that anxiety, lack of self-confidence, shyness and demotivation are the main factors that hinder their linguistic input and output.

II. Results of the students' interview:

The second data collection tool used in this research is an interview. The analysis of this part is mainly based on the results obtained from the structured interview conducted with six (06) students of first year in the Department of English at MMUTO. It aims at gathering a more in-depth information about the student views towards the role of self-efficacy in knowledge assimilation and language production. It was conducted from September 19th to September 21st 2021 and lasted from 8 to 15 minutes for each participant. The results are interpreted using the Qualitative Content Analysis

Question 1: What are the strategies that you use to assimilate knowledge and to produce language? For example, videos, songs, books (please explain)

The aim of this question is to identify the strategies that facilitate the students knowledge assimilation and language production. All the students do use one of these strategies in their process of knowledge assimilation and language production even if the strategies vary from one student to another. one of the students argue *"Yes, I do use videos to assimilate knowledge and produce language they help me and provide me with a lot of information"*, Another students adds *"I prefer books because they are a good source of information which are beneficial for my process of assimilation and production"*.

The rest of the respondents share the same opinion.

Question 2: What are the major difficulties that you face while assimilating knowledge and producing language?

The purpose of this question is find out the major difficulties that face students while assimilating and producing language. The findings show that the students face many difficulties. one of the participants claims *“I think that lack of information and knowledge hinders my knowledge assimilation and language production”*. Another participant argues *“I do not understand the meaning of information and sometimes I find difficulties finding the right words in my speaking and writing process”*. For the rest they nearly share the same opinion.

Question 3: How do you deal with difficult activities (you choose to believe in your capabilities that you can solve any problem or directly avoid any complicated tasks)?

The aim of this question is to know the attitudes of students towards difficult activities. All the interviewed have said that they prefer to believe in their capacities that they can deal with any difficult activities.

Question 4: How often do you think about language mistakes before producing language that is to say speaking and writing?

The aim of this question is to know the students ‘frequency of thinking about their language mistakes before speaking and writing. five (05) out of six (06) of the students assert that they think about their language mistakes before speaking and writing. one said *“I sometimes think about my language mistakes before speaking and writing especially in formal contexts such as exams”*. Another adds *“I always think of my language mistakes before speaking and writing”*. while the other participants (3, 4, and 5) all agreed that they think about language mistakes before speaking and writing but only when necessary. For participant 6 who said she never thinks of her language

mistakes before speaking and writing claimed that *“Actually, I never think about my language mistakes before speaking and writing because I do not have time to think about my mistakes, my only focus is to produce language, mistakes does not matter”*.

Question 5: Does negative feedback has a positive or a negative impact on your knowledge assimilation and language production?

This question asked to highlight the significance of negative feedback on students' attitudes towards knowledge assimilation and language production. Indeed, all of the participants assert that negative feedback has a positive impact on their knowledge assimilation and language production. Participant 1 states that *“Actually, I think that negative feedback helps me to avoid making the same mistakes again and encourages me to make more efforts to better assimilate knowledge and produce language”*. Another student adds *“negative feedback motivates me more to become an efficient learner and to more assimilate and produce language”* for the rest of the participants all agree that negative feedback has a positive impact on their knowledge assimilation and language production.

Question 6: Does positive feedback persuade you to believe in your capabilities and abilities to assimilate knowledge and produce language?

This question whether positive feedback persuade the students to believe in their capabilities and abilities to assimilate knowledge and produce language. All of the participants affirmed that positive feedback persuade them to believe that they have the capability and ability to assimilate knowledge and produce language. one of the participants said *“Yes, of course positive feedback encourages me and motivates me that I have the necessary abilities to assimilate knowledge and produce language”*. Another adds *“positive feedback provides me with confidence in my abilities and capacities to assimilate knowledge and produce language”*. Another participant assert that *“receiving positive feedback helps me to believe in my abilities and it encourages me to improve my knowledge assimilation and language production”*. for the rest of the participants they all agree that positive

feedback persuade them to believe that they have the abilities and capabilities to assimilate knowledge and produce language.

Question 7: Which type of model do you prefer to observe (Teachers, Parents, peers) please justify?

This question is to identify if students have a role model to observe in their knowledge assimilation and language production. They all confirmed that they have a role model to observe. Two of the participants stated that teachers are the best model to observe because they are more experienced and provides them with new knowledge and help them in their production, 3, 4 and 5 agree that they prefer to observe their peers as they share the same interests so they assimilate the same knowledge and they practice language production together. While the sixth participant however; prefer to observe his parents because they provide him with encouragement and confidence to believe in himself that he can assimilate knowledge and produce language.

Question 8: Do you think that activities that are above your current level are more effective to assimilate knowledge and produce language? please justify.

As for student's attitudes towards effectiveness of activities that are above their level in their knowledge assimilation and language production. 5 out of the 6 participants think that they are effective while one of them argued that it is not effective. One of the students said *" yes, of course I think that activities that are above my current level are more effective to assimilate knowledge and produce language because personally , it pushes me to put more efforts and boosts my confidence in my abilities that I can assimilate any knowledge and produce a more effective language "* Another adds *" Yes , it actually helps me to explore my abilities to assimilate knowledge and produce language in difficult situation"*, Another participants assert *" yes of course because activities that are above my current level provides me with new knowledge and improves my production"*, while the other participants ,(4 and 5) agree that activities that are above their current level are more effective and helps them to assimilate knowledge and produce language. However; only one students think they are

not effective she argued *“No, for me I prefer activities that are at my current level of performance because I cannot handle with difficult tasks”*

Question 9: How can self-efficacy motivate you to assimilate knowledge and produce language?

All participants agree that self-efficacy motivates them to assimilate knowledge and produce Language of students states *“yes, self-efficacy motivates me because it provides me with confidence that I can face any difficult tasks that I may encounter in my process of knowledge assimilation and language production”*. Another adds *“yes of course without self- efficacy I cannot assimilate knowledge and produce language effectively”* the rest of the participants all agree that self-efficacy motivates them to assimilate knowledge and produce language.

Question 10: According to you is there any relationship between self-efficacy and academic achievement? if yes, please explain.

All of the students asserted that they think there is relationship between self-efficacy and academic achievements. One of the participants states *“yes, I think there is a relationship between self-efficacy and language production because it provides me with self-confidence and motivation to achieve my academic goals”*. Another students adds *“Having a sense of self-efficacy is very important to achieve my academic goals and face difficult situations that I may encounter in my learning process”* Another claimed *“self-efficacy keeps me to keep learning more and to achieve my academic goals”*

Conclusion

This chapter has presented the results obtained from the questionnaire administered to fifty (50) first year students of English at MMUTO, as well as the results of the interview conducted with six first year students at the same Department. The results obtained reveal that self-efficacy has a significant role in knowledge assimilation and language production and students hold positive views towards it, for the hindering factors, the students responses reveal that there are many factors that influence their views towards the role of self-efficacy in knowledge assimilation and language production. Furthermore; it shows that self-efficacy motivates the students to assimilate knowledge and produce language. The results of this chapter will be discussed in details in the following chapter

Discussion of the findings

Introduction

The following chapter aims at discussing the findings of this study obtained from the students' questionnaire and the interview conducted with six (06) first year students in the English department at MMUTO. The findings are analyzed and interpreted together because of the correlation that exists between the outcomes collected from these two research tools relying to the literature presented in the first chapter. This section aims at providing answers to the research questions advanced in the general introduction. Also confirm or refute the suggested hypotheses. This chapter is three-folded. The first section is concerned with students' views about the role of self-efficacy in knowledge assimilation and language production. The second section deals with the factors that influence the students' views about the role of self-efficacy and the impact of their views on knowledge assimilation and language production. Finally, the third and last section discusses the relationship between self-efficacy and motivation in knowledge assimilation and language production.

1. Discussion of the findings of the Students' Questionnaire

I. Students views about the importance of self-efficacy in knowledge assimilation and language production

The results of the first question of the questionnaire regarding students' beliefs about the importance of self-efficacy in knowledge assimilation and language production the results demonstrate that that the majority of the students (98%) as a whole (see table 1) believe to "a great extent" and "some extent" that self-efficacy is important in knowledge assimilation and language production. It has been already mentioned in the literature review that self-efficacy plays an important role in the academic learning and achievements (Schunk 1991).

The outcomes of this investigation reveal that a significant number of the participants (68%) state that they perceive difficult activities as challenges to be mastered while assimilating knowledge and producing language. One of the students argued *“I view them as challenges to be mastered while assimilating knowledge and producing knowledge because it helps me to figure out more my abilities”*. Another one stated *“I view them as challenges that motivate me to better assimilate knowledge and produce language successfully”*. Thus, first year students of English at MMUTO are confident in their abilities to face the challenges that may hinder their knowledge assimilation and language production. This confirms Pajaras & Schunk 2001 who argued that people when faced with complicated or slightly difficult tasks, they will face the challenges as something to be learned or mastered. Additionally, 68 % of the participants do not avoid challenging activities that are beyond their current level (see diagram 02). That is to say these students believe in their capabilities to solve problems.

As far as the third (03) question is concerned, the results, 100% as a whole “strongly agree” and “agree” of the participants agree with the statement that states *“Self-efficacy can be developed through the observation of competent models”*. This means that these students recognize the importance of observation of competent models in order to develop their self-efficacy. This goes with Pintrich and Schunk (2001); Schunk (2001) who argues that one of the powerful ways to develop self-efficacy is to have them watch other students do well on targeted tasks. That is to say first year students of English at MMUTO observe competent models in order to develop their sense of self-efficacy.

The results of this research show that the majority of the first year students (98%) believe that self-efficacy motivates them to assimilate knowledge and produce language. In this way Bandura (1997, 2012) states *“A sense of self-efficacy, or beliefs in one’s ability to accomplish a specific*

task, motivates individuals to persist despite setbacks, become more actively involved in a task, and work harder and longer toward attainment” This implies that self-efficacy has a positive impact on students motivation to assimilate knowledge and produce language.

Concerning question (10) dealing with students’ feelings while assimilating knowledge and producing language, the findings show that (96 %) as a whole feel ‘highly-efficient’ and ‘efficient’ while assimilating knowledge and producing language (see diagram 08). This entails that the majority of first year students at MMUTO have positive feelings towards knowledge assimilation and language production and they are efficient learners. Therefore, this goes hand in hand with bandura (1986) *“people who regard themselves as highly-efficacious act, think, and feel differently from those who perceive themselves as inefficacious they produce their own future, rather than simply foretell it”*.

It has been already mentioned in the literature review that self-efficacy is an important variable which influences academic performances of learners. As regards students’ perceptions about the relationship between self-efficacy and academic performances, the result of the questionnaire shows that(84%) of the participants think there is a relationship between them. In this vein, Bent et al (1986:268) *“Self-efficacy expectations are strongly related to students’ indices of academic performance behavior”*. The results demonstrate the awareness of first year students of English at MMUTO about the importance of self-efficacy in developing their academic performances and helping them to perform better and more efficiently in the future.

From the results displayed in diagram 13, it appears that the majority of the students 82 % affirm that self-efficacy in knowledge assimilation and language production provide them with comprehensible input. this affirms Krashen and Terrel (1984) claim who stated that we acquire language in only one way, when we obtain comprehensible input. This means that comprehensible input is a necessary element in order to assimilate knowledge and produce language, so self efficacy can be

used as a psychological tool to provide students with self-confidence that they can assimilate knowledge and produce language beyond their current level.

The outcomes obtained from this research demonstrate that the majority of the first year students at MMUTO (82%) think that their comprehension skills have improved thanks to self-efficacy. While (18%) does not think that their comprehension has improved see (diagram 15). This entails the positive impact that self-efficacy has on students' comprehension skills. This assertion therefore confirms Zimmerman (1995) assumption which explained how students perceived self-efficacy influences their skills acquisition. So students self-efficacy enhances their comprehension skills.

The results obtained do confirm the first hypothesis advanced in the General Introduction which states that students have positive views about the role of self-efficacy in knowledge assimilation and language production.

II. Factors Influencing students self-efficacy In knowledge assimilation and language production

As to the ways the participants react to failures, the results demonstrate that 68% of the participants recover their sense of self-efficacy either quickly or slowly after failure. The answers prove that the participants with a high sense of self-efficacy recover despite setbacks and it also shows their awareness about the importance self-efficacy beliefs in order to face any challenges that they may face in their learning process. The result, therefore, confirm Bandura (1986) that successes raises efficacy and failure lowers but once a sense of self-efficacy is developed, a failure may not have much impact.

Furthermore, the results of the investigation it can be concluded that a significant number of the participants (88%) at the department of English at MMUTO (see diagram 04) confirm that receiving positive verbal feedback while accomplishing a complex task persuade them to believe

that they have the required skills to assimilate knowledge and develop their output and input skills. This means that the first year EFL students at MMUTO are aware of the importance of positive verbal feedback during the accomplishments of complex tasks as it persuades them to believe that they have the required skills to assimilate knowledge and to develop their input and output skills. These results support Bandura's (1994) statement "*people who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it*".

The results of this research demonstrate that there are four factors that affect the students' beliefs in their capabilities to perform tasks. The diagram 05 shows the ranking of the factors from the most important to the less important ones according to the participants.

The results reveal that 38 % of the participants are affected by social models such as peers, teachers, and siblings. It has been ranked as the most important factor. In this sense, Bandura 1977 seeing people similar to oneself succeed by sustained effort reinforces the observers' beliefs that they can accomplish the same task. That is to say watching other performances motivate the students to believe in their capabilities to perform given tasks. As for 26% of the participants are affected by their prior experiences which Bandura has considered as one of the greatest sources of developing a sense of self-efficacy toward a particular task. According to Bandura (1994:02) states that "*The most effective way of creating a strong sense of self-efficacy is through mastery experiences*". This implies that first year students are affected by their previous experiences.

As for (20%) of the participants are affected by feedback, comments and encouragement which means they are persuaded verbally to believe in their capabilities to perform tasks. In this regard Bandura 1994 claims "*people who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it*". This shows that the participants are led into believing in their capabilities to perform tasks verbally. As for the remaining (16 %) of the participants argue that they are affected by emotional arousal such as stress, anxiety and

depression. that is emotional states influence one's judgments of abilities to perform tasks. This confirms Bandura (1977: 198) who states *"Because high arousal usually debilitates performances, individuals are more likely to expect success when they are not beset by aversive arousal than if they are tense and viscerally agitated"*. This means that students negative emotions do not affect negatively performance if changed from debilitating states to positive ones, this plays an important role in students beliefs about their capabilities to perform tasks.

As mentioned in the literature review, students with low self-efficacy beliefs fail in accomplishing their tasks as shown in (see diagram 06) (54%) of the participants tend to attribute failure to activities that are beyond their current level of performance while (46%) of them attribute it to their low abilities and capabilities as Bandura (1994:73) asserts *"positive mood enhances perceived self-efficacy; despondent mood diminishes it"*. However, the findings of question (5) seem to contradict these results as (68 %) of the participants say that they manage to recover their sense of self-efficacy quickly or slowly after failures or setbacks , this shows that the first year students at MMUTO are not affected by failures as they have developed a strong sense of self-efficacy. In this sense, Bandura (1984) once a strong sense of efficacy is developed, a failure may not have much impact. From these results, it is deduced that first year students of English have developed a strong sense of self-efficacy that is why failure does not have a negative impact on them changed it to positive ones.

The results of question ten (10) in relation to our research, helps us to have a clearer understanding of the students feeling during knowledge assimilation and language production, The results show that 96% as a whole pointed out that they feel *"highly-efficient"* and *"efficient"*. The results show that the students are efficacious learners Therefore; this goes in tune with what Bandura (1986) stated *"People who regard themselves as highly-efficacious act, think, and feel differently from those who perceive themselves as inefficacious they produce their own future, rather than simply foretell"*.

As to one of the practices that may hinder and weaken the student's self-efficacy beliefs, the

results show that 62 % (24% +38%) of the participants think about their language mistakes before producing language whereas the remaining 38% (30% + 8%) are they sometimes or rarely think about their language mistake before production. These findings show that students tend to avoid making mistakes before produce language. Bandura (1977:204) “*people can give up trying because they lack sense of efficacy*”. Lack of self-efficacy beliefs is a major psychological factor that may hinders students beliefs in themselves.

The results of the question number twelve (12) regarding the influence of students attitudes (positive or negative) towards self-efficacy influence their knowledge assimilation and language production. (92%) of the respondents agree that their attitudes (positive or negative) affect their knowledge assimilation and language production(see diagram10) . In this sense , one participant claimed “*yes I think that positive attitudes influence my knowledge assimilation and language production because it provides me with confidence and pushes me to do better*”. Another participant “*yes of course positive or negative attitudes both drive us to improve our skills in knowledge assimilation and language production*”. Another one adds “*I think positive attitudes motivates me that I have the abilities to assimilate knowledge and produce language*”. For the rest of the participants they share the same opinions that positive or negative attitudes towards self-efficacy influence their knowledge assimilation and language production. Only (8%) do not think their attitudes affect their knowledge assimilation and language production. This entails that attitudes (positive or negative) towards self-efficacy has an influence on knowledge assimilation and language production of first year students at MMUTO .

The results of this investigation reveal that the majority of the participants 84% set goals before assimilating knowledge and producing language. Only 16% of them do not set goals. (See diagram 11). In this regard (Bandura, 1988; Locke & Latham, 1990; Schunk, 1989) hypothesized that goal setting is an important cognitive process affecting the motivation. This shows that first year students at MMUTO are aware about the importance of goal setting in developing their sense of self-

efficacy in knowledge Assimilation and language production and they do set goals.

Another factor that may have a negative influence on students' knowledge assimilation and language production is lack of input. In fact, (76%) of the participants affirmed that lack of input influences their knowledge assimilation and language production .one for example claimed *“yes, I think that lack of input influences me negatively because it is through enough input that is assimilate knowledge and produce language”*. Another one adds *“lack of input while assimilating knowledge and producing language hinders my learning process”*. Another student stated *“if there is a lack of input knowledge assimilation and language production will be limited.”* this shows that the students are aware of the importance of input in knowledge assimilation and language production.

On the same vein, students when asked about their personal factors that hinder their linguistic input and output they all agree that lack of self-confidence, shyness and demotivation are the main factors that hinder their linguistic input and output. In this sense bandura (1977:84) says that *“People experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy “*

From the above discussed results, we may answer the second question and confirm the second hypotheses that Students views towards self-efficacy and factors like comprehensible input, lack of self-confidence and demotivation can influence knowledge assimilation and language production.

III. The role of self-efficacy in motivating students to assimilate knowledge and produce language

The present study highlights the role of self-efficacy in motivating first year students of English at MMUTO to assimilate knowledge and produce language. The majority of the students 98% stated that they believe that self-efficacy motivates them to assimilate knowledge and produce language. One of the participants claimed *“because when we believe in our capacities it motivates us to assimilate more knowledge and produce language”*. Another adds *“yes, self-efficacy is an importance source*

that motivates me to assimilate knowledge and produce language". Thus self-efficacy motivates students to assimilate knowledge and produce language by providing them with a self-confidence in their capabilities and abilities and pushing them to make more efforts. In this regard Schunk (1995) stated that self-efficacy helps to predict motivation and performance, it motivates individuals to improve their competence, and self-efficacy is related positively to persistence and achievement. This implies that self-efficacy is related positively to students' motivation to assimilate knowledge and produce language.

From the above discussed results the third and last hypotheses suggested in the general introduction is confirmed which stated that self-efficacy motivate first students of English at MMUTO to assimilate knowledge and produce language.

2. Discussion of the Students' Interview

The interview is the second data collection tool that we used in our research study. It is conducted with six (06) students of first year in the Department of English at Mouloud Mammeri University Of Tizi-Ouzou.

The findings of the interview disclose important points that require further discussion. Actually, the six (06) students of English indicate that they use certain strategies to assimilate knowledge and produce language. They claim that it facilitates and encourages them to better perform. They are aware that videos, songs and books are important strategies to get the required input they need. One for instance said *"personally, I read a lot of books because they help me to assimilate new knowledge and to improve my language production too"*. Another adds *"I prefer videos they facilitate knowledge assimilation and makes language production an easier process for me"*. The results demonstrate that the participants recognize of the importance of using these strategies as it helps them to better perform and acquire new knowledge and information from context. This confirms Krashen's input hypothesis (1981) Input hypothesis which stated that context provides information

that facilitates the and help the students to better acquire new knowledge and comprehend the language structures that are beyond their level.

The results of question two (02) reveal that all the respondents agree that they face difficulties while assimilating knowledge and producing language. One of the participants declared *“I think that I do not get the meaning of some words”*. Another adds *“I do not find the right words to express my ideas”*. For the four other participants they mentioned factors like low level and low abilities to assimilate knowledge and produce language. This confirms Schunk (1989) who stated that students who believe they will experience much difficulty comprehending material are apt to hold a low sense of self-efficacy for learning it.

The outcomes of question three (03) demonstrate that all the participants tend to believe in their capabilities to solve any problem while dealing with difficult activities. One of the participants asserted *“I choose to believe I can solve any problem when I face a difficult activity because I am confident that I can do it”*. In other words, this participant believes in his or her abilities to solve difficulties. Another one adds *“I prefer to believe in my capabilities, solving them persuade me to that I am an efficient learner”*. That is to say, this respondent believes in his or her capabilities to become a more efficient learner by solving difficult tasks. Concerning the four other participants they all share the same opinion that they prefer to believe in their capabilities to solve problems while dealing with difficult activities. This confirmed Bandura (1982) statement that students with high self-efficacy are able to complete complex tasks.

The results of the question number four (04) concerning the student's frequency of thinking about their language mistakes before language production that is to say speaking and writing. Five out of the six participants think about their language mistakes, only one participant stated that language production does not have time to think about mistakes. The results mean that the students are aware of the importance of avoiding mistakes which can happen while trying to produce their language and reflect on them this help them to perform better.

The results of question five (05) reveal that negative feedback has a positive impact on students. They argue that it motivates them to improve their skills. One of the participants argue *“No, on the contrary it encourages me to work more and avoid making the same mistakes again”*. This shows that this participant is not affected by negative feedback because he or she believes in his capabilities. Another one adds *“No, it motivates me to correct my mistakes”*.

This demonstrates that this respondent through negative feedback he learns how to correct his or mistakes. The others all share nearly the same opinion that negative feedback does not demotivate them. In this regard Bandura (1977) stated *“weak expectations are easily extinguishable, whereas individuals who possess strong expectations of mastery will perceive with their coping efforts despite discomforting experiences”*. That is to say that these participants interpret negative feedback positively and as a result, they did not lose their sense of self-efficacy.

As for the impact of positive feedback on students' beliefs and capabilities to assimilate knowledge and produce language. The results clearly show that all the participants are persuaded by positive feedback that they have the abilities to assimilate knowledge and produce language. One for example argued *“of course, positive feedback provides me with confidence that I have the ability to assimilate knowledge and produce language”*. This means this respondent is persuaded by positive feedback to believe in his or her capabilities to assimilate knowledge and produce language. Another students adds *“Positive feedback helps me to improve more my abilities to assimilate knowledge and produce language”*. This reveal that this respondent gets motivated by positive feedback to improve his or her knowledge assimilation and language production skills. The others they nearly all share the same opinion that it encourages them to assimilate knowledge and produce language. In this regard Bandura (1994:3) stated *“positive mood enhances perceived self-efficacy; despondent mood diminishes it”*.

As mentioned before in the students' questionnaire, there are several types of models that

students observe to develop their sense of self-efficacy. The interviewed stated that they have role models to observe. One for instance , claims *“I prefer to observe my teachers as they are more expertise and provide me with new knowledge to assimilate and produce language effectively”*. Another one *“I prefer my classmates as we share the same interests which facilitates knowledge assimilation and production”*. That is to say prefer to observe his or her classmates as a model. The rest all agree that they have a role model to observe. From the answers, it is deduced that they perceive the observation of role models as necessary in developing their sense of self-efficacy. In this sense schunk (2003) claimed that modelling does not only provide information by showing a sequence of actions which will cause success if followed correctly, but also helps to increase motivation for the observer to attempt the task. Some students excel with teachers as models while others relate better to student’s models.

As regards students’ perceptions towards efficacy of activities that are beyond the current level of students in knowledge assimilation and language production, all the participants find them effective only one disagreed. one of the students declared *“yes, for me they are more effective because it pushes me to put more efforts”*. That is to say, this participant is motivated better by activities that are not at his or her level to assimilate new knowledge and produce language effectively. Another student affirmed *“Yes, it boosts my self-confidence that I can assimilate knowledge and produce language that are not at my current level this enhances my confidence in my abilities”*. In other words, this participant perceive that solving difficult activities beyond his or her current level facilitates knowledge assimilation and language production process. However; one participant stated *“No, I prefer activities that are at my current level to assimilate knowledge and produce language”*. This demonstrates that this participant cannot handle difficult activities. This confirms the Input hypothesis (1984) we acquire language by understanding input that is slightly beyond our current level of competence.

The findings of the question (09) affirm that self-efficacy motivate the participants to assimilate knowledge and produce language. one of the participants claimed *“Yes, for me self- efficacy is the main source of motivation while assimilating knowledge and producing language”*. that is to say this

participant gets motivation through self-efficacy. Another one adds “yes, *self-efficacy motivates me that I have the required skills to assimilate knowledge and produce language*”. In other words, this participant is persuaded and motivated by self-efficacy that he or she has the ability to assimilate knowledge and produce language. The rest of the participants all share the same opinion that self-efficacy motivates them to assimilate knowledge and produce language. The results demonstrate that self-efficacy is among the most important sources that increases students’ motivation to assimilate knowledge and produce language. That In the same vein, Zimmerman (1985) as cited in Bandura (1995:208) affirms “*Perceived self-efficacy fosters engagement in learning activities that promote the development of educational competencies and beliefs affect level of achievement and motivation*”.

The outcomes reached from the last question (10) revealed that the participants agree that there is a relationship between self-efficacy and academic achievements. One of the participants declared “*Yes, there is a relationship because when I believe in my capabilities this helps me to achieve my academic goals*”. This demonstrate that this participant realizes the importance of believing in his or her capabilities in order to achieve his or her academic goals. Another one stated “*yes, of course self-efficacy motivates me to achieve my academic goals*”. In other words, self-efficacy motivates this participant to accomplish his or her academic goals. The four other participants share the same opinion. In this sense schunk (1995) claimed that self-efficacy is related positively to persistence and achievement.

Conclusion

This chapter has discussed and interpreted the results obtained from the two research instruments used in this current study. The Students ‘Questionnaire as well as the Students ‘Interview in order to answer the three research questions and confirm the suggested in the general introduction. The results that the majority of First year students of English have positive views towards the role of self-efficacy in knowledge assimilation and language production, thus confirming the first hypothesis. Moreover; from the students’ responses, it is obvious some linguistic and psychological factors such as

lack of self-confidence and input influence their views about the role of self-efficacy in knowledge assimilation and language production. The Second hypothesis which suggests that lack of comprehensible input and low self-efficacy beliefs influence the students' views about the role of self-efficacy in knowledge assimilation and language production is confirmed. Additionally, the findings demonstrate that First year students of English are motivated by self-efficacy to assimilate knowledge and produce language. That is to say the third hypothesis which says that self-efficacy motivates first year students of English to assimilate knowledge and produce language is confirmed.

General Conclusion

The present work has investigated first year students' views about the role of self-efficacy in knowledge assimilation and language production in the department of English at Mouloud Mammeri university of Tizi-ouzou. It focused on identifying the views of students (positive or negative) towards the role of self-efficacy in knowledge assimilation and language production , factors affecting their views as well as role of self-efficacy in motivating students to assimilate knowledge and to produce language.

The study of Students 'self-efficacy has fascinated many researchers all over the world because it is among the most important variables in language learning. A plethora of research articles and books has been published about this issue. They helped us to get an in-depth understanding and enrich our knowledge on this concept.

This research has three main objectives. The first objective was to find out the views of first year EFL students at MMUTO about the role of self-efficacy in knowledge assimilation and language production. The second objective was to determine the factors that may influence the students' views about the role of knowledge assimilation and language production. The third and last objective was to investigate the role of self-efficacy in motivating first year students of English at MMUTO to assimilate knowledge and produce language.

Due to the complexity of the issue of self-efficacy in foreign language learning we have relied on two theoretical frameworks: Bandura's theory of Self-efficacy (1977) to analyze the students views and the importance of Self-efficacy in academic learning, the second framework is Krashen's Input hypothesis (1981) to better understand how to assimilate knowledge as well as how to produce language.

To answer the advanced research questions and to confirm the suggested hypotheses in the General Introduction ,we opted for The Mixed Method Approach which consists of combining both the quantitative and qualitative research methods for data collection and data analysis. The data were

gathered using two main research instruments. A questionnaire was administered to a group of fifty (50) First year BMD students of English randomly selected at MMUTO. In addition to, a structured interview with six (06) first year students of the same department. As for data analysis, the rule of three has been used to transform quantitative data of the questionnaire into percentages and presented in Microsoft Excel program, as for the qualitative data, the Qualitative Content Analysis (QCA) has been adopted to interpret the data gathered from the open-ended questions of the questionnaire and the interview.

The discussion of the outcomes of the questionnaire and the interview in the fourth chapter has provided us with answers to the research questions and the advanced hypotheses in the General Introduction. The findings of the questionnaire demonstrate that the majority of the first year students have positive views towards the role of Self-efficacy in knowledge assimilation and language production. According to them it motivates them to assimilate new knowledge and to produce language, Moreover it provides them with comprehensible input and it helps to improve their comprehension skills

The results also show that self-efficacy influences first year students' academic achievements and helps them to improve their comprehension skills. and it also provide them with comprehensible input.

As regards the factors that may influence the student's views about the role of self- efficacy in knowledge assimilation and language production. It is revealed that many factors such as lack of Self-Confidence, anxiety, shyness and fear of making mistakes can influence the student's views negatively but students can change these negative feelings into positive ones by trying to reduce this negativity to develop a strong sense of self-efficacy.

Therefore, this confirm Bandura's self-efficacy theory that states that self-efficacy affects the students learning process sometimes positively other times negatively that students should be aware of and develop strong self-efficacy beliefs.

In addition , the findings of this study show clearly that first year students of the Department of English are motivated by Self-efficacy to assimilate knowledge and produce language. In fact, the result indicates that 98% of the students are motivated by Self-efficacy.

The results of the analyses of the outcomes of the students 'interview come to reinforce and confirm the results of the questionnaire. In overall it demonstrates that students recognize the importance of self-efficacy in knowledge assimilation and language production. The interview also revealed that students use specific strategies that put them in a natural context to assimilate knowledge and produce language and it confirmed the effectiveness of self-efficacy in enhancing students' motivation and academic performances.

During our writing process, the limitations of this study, we faced some limitations. First the results of the questionnaire cannot be generalized to the whole population of first year students due to their large number. additionally, we only conducted six interviews because of the time limitations first year students were busy with exams preparation, finally this study is limited to first year students other investigations are possible with other levels.

Hopefully, the findings of this study will shed light on the students' self-efficacy by helping them to develop positive views about it and also to avoid negative factors that may decrease their sense of self-efficacy.

The present study has analyzed the views of first year students about the role of self-efficacy in knowledge assimilation and language production. Further investigations on the same area using different variables such as gender can be conducted like “ Gender differences and its Impact on self-efficacy beliefs in speaking”.

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Appendices

Students' Questionnaire

Dear students,

This questionnaire is a part of our study, which aims to analyze the students' views on the role of self- efficacy in knowledge assimilation and language production in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. The results of this survey will be used only for academic purposes. Your answers will remain anonymous. Therefore, you are kindly requested to answer the following questions.

Please, put a cross (X) to indicate your chosen answer, or by providing a full statements whenever necessary. Thank you in advance for your collaborations.

Definition of self-efficacy: The belief in one 's capabilities and abilities to achieve a goal and complete particular tasks.

1-To what extent do you believe that self-efficacy is important in knowledge assimilation and language production?

To a great extent

To some extent

Not important at all

2 – Do you view difficult tasks as challenges to be mastered or threats to be avoided while assimilating and producing knowledge? Please justify your answer.

Yes No

.....

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3-How far do you agree with the following statement “*Self-efficacy can be developed through the observation of competent models*”?

Strongly agree

Agree

Disagree

Strongly disagree

4: Do you avoid challenging activities which are beyond your current level?

Yes No

5- Do you recover quickly or slowly your sense of Self-efficacy after failures or setbacks?

Yes, No

6- Receiving positive verbal feedback while accomplishing a complex task persuades you to believe that you have the skills required to assimilate knowledge and develop your output and input skills?

Yes No

7- Which one of the following factors affects more your beliefs in your capabilities to perform tasks?

a) Your prior experience

b) social model such as peers, teachers, siblings

c) Feedback, comments and encouragement

Appendices

d) Emotional arousal such as stress, anxiety and depression

8- As a student you attribute your failure to

A) your low abilities and capabilities

B) Activities which are above your current performance level

9- Do you believe that self-efficacy motivates you to assimilate and produce knowledge?

Yes

No

Please justify your answer

.....

10- When assimilating and producing knowledge, you feel

Highly-efficient

Efficient

Low-efficient

11- How often do you think about language mistakes before producing linguistic output?

Always

Often

Sometimes

Rarely

Appendices

12- Do you think that positive or negative attitudes towards self-efficacy can influence your knowledge assimilation and language production? please justify your answer

.....

13- Goal-setting is said to be among the most important strategies to develop self-efficacy so, do you set goals before assimilating and producing linguistic input and output?

Yes No

14- Do you think that there is a relationship between Self-efficacy and academic performances?

Yes No

15- Does self-efficacy in knowledge assimilation and language production provide you with comprehensible input? Please explain

Yes No

16- Do you think that lack of input has a negative influence on knowledge assimilation and language production? if yes explain how

17- Do you think that your comprehension skills have improved thanks to self-efficacy?

Yes No

18- According to your personal experience, are there any other factors that hinder your linguistic input and output? if yes what are they?

.....

.....

Appendices

Students' interview

This interview is part of our research that aims at investigating the student's views about the role of self-efficacy in knowledge assimilation and language production. The results of this interview will be used only for academic purposes. Therefore, you are kindly requested to answer the following questions. Thank you in advance for your collaboration.

- 1- What are the strategies that you use to assimilate knowledge and to produce language for example videos, songs, books ...)? Please explain
- 2- What are the major difficulties that you face while assimilating knowledge and producing language?
- 3- How do you deal with difficult activities (believe in your capacities that you can solve any problem or directly avoid any complicated tasks)?
- 4- How often do you think about mistakes before producing language, that is to say, speaking and writing?
- 5- Does negative feedback have a positive or a negative impact on your knowledge assimilation and language production?
- 6- Does positive feedback persuade you to believe in your abilities and capabilities to assimilate knowledge and produce language? and how?
- 7- Which type of model do you prefer to observe (Teachers, peers, parents ...)? please Justify.
- 8- Do you think that activities that are above your current level are more effective to assimilate knowledge and produce language? Please justify.
- 9- How can self-efficacy motivate you to assimilate knowledge and produce language?
- 10- According to you is there any relationship between self-efficacy and academic achievements?
if yes, Explain.